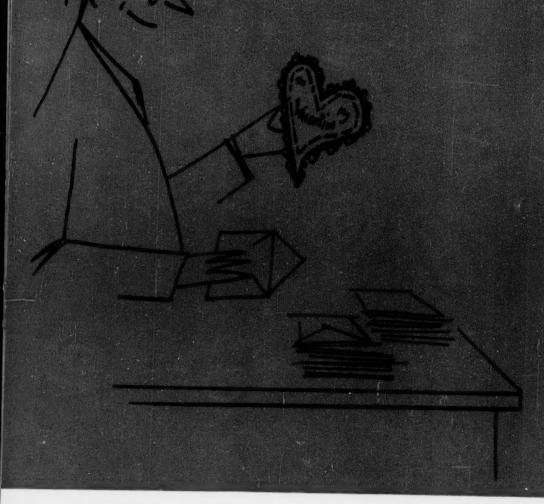
NATION'S SCHOOLS



FEBRUARY 1954 New approach to diplomacy • Financing school construction • Facts are not enough • Crafts center for junior high • Corporal punishment and the law • Suburban schoolhouse • Portable classrooms • Review of A.A.S.A. Yearbook



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AMONG THE AUTHORS



Oliver J. Caldwell

OLIVER J. CALDWELL, assistant commissioner for international education, U.S. Office of Education, has a truly cosmopolitan background for his job (p. 43). He was born in Foochow, China, attended the Shanghai American School, taught English at the universities at Amoy and Nanking, China, and was secretary of the Associated

Boards for Christian Colleges in China from 1938 to 1943. Altogether he has lived abroad about 22 years. He has traveled in Europe and Asia and, as a U.S. army officer, in North Africa. In this country he was head of social sciences at Harvey School, Hawthorne, N.Y., before becoming associated with the Chinese universities; after the war he worked for the division of exchange of persons of the U.S. Department of State before accepting his present position in 1952.

When matters of school finance are discussed, ARVID J. BURKE's name is bound to be brought into the conversation. On page 48 Dr. Burke turns his attention to problems of financing school building construction. Director of studies for the New York State Teachers Association since 1936, Dr. Burke formerly was principal at Huricon and Schuylerville, N.Y. Since 1950 he also has been director of research for the New York State Commission on School Buildings. He is consultant to the Education Conference Board and the Civil Service Commission of New York State.

CARL B. CONE, it's needless to tell anyone who reads the article on page 52, is a professor of a subject that repeats itself. For him, it doubtless was more of a delight than a surprise to find in extracurricular reading that the defects of English schools in the Seventeenth Century are like unto the defects of American schools in the Twentieth. Dr. Cone, a straight Iowan from birth through Ph.D., strayed down to the University of Kentucky as associate professor of history in '42 and immediately switched allegiance from the White Sox to horse racing.

W. W. CHARTERS JR. (p. 56) is assistant professor in the University of Illinois' Bureau of Educational Research, where he is conducting studies of school administration and personnel, curriculum development, and other phases of school operations from the standpoint of the theories and methods of the social sciences. He came into the field of educational research in 1950 with a background of sociology and psychology, having taken his Ph.D. in social psychology at the University of Michigan. While at Michigan he taught courses in sociology, assisted Theodore M. Newcomb in publishing "Social Psychology," and held the position of assistant study director in the Survey Research Center. In the latter position, he worked in the field of human behavior in industry.

In the junior high school at Elyria, Ohio, Supt. F. J. GOTT-FRIED has waved good-by to many traditions. The leave taking about which he is happiest is the passing of the time honored program of fine arts, plus home economics and industrial arts. In its place, DOROTHY A. JONES, supervisor of elementary art education, developed a comprehensive arts and crafts center. School administrator and supervisor describe the new program (p. 74), and they predict that for this age group arts and crafts laboratories will soon spring up everywhere like multi-colored crocuses.

Dr. Gottfried has worked with John Herrick and others in numerous school surveys and school building planning projects carried on by the Bureau of Educational Research of Ohio State University. Miss Jones, art education, and Ohio have been a devoted threesome for a number of years.

RAY W. HOWARD, superintendent, Shoreline public schools, King County, Washington, reports he's been too busy trying to keep up with a 300 per cent increase in enrollment in the last 10 years to do much writing or research. However, he did find time to write, with Architect William H. Carleton, about Paramount Park School, one of



Ray W. Howard

the new buildings the district constructed to cope with the problems of rising enrollments (p. 63). Before Dr. Howard became superintendent for Shoreline in 1944, he was a teacher at Renton, principal and later superintendent at Okanogan, and superintendent at Bellevue, all in Washington and none too far from trout streams or salmon runs.

The efforts of the C.P.E.A. in the Southern States to help state education department employes improve themselves are described by A. D. Albright on page 79. Dr. Albright is associate director of the S.S.C.P.E.A. and professor of education at George Peabody College for Teachers, Nashville, Tenn. He was himself connected with the state department of education in Tennessee as supervisor of vocational education from 1939 to 1945 and as assistant commissioner from 1946 to 1949. He also served as chairman of staff and director of research from 1947 to 1949.



Richard E. Barnhart

RICHARD E. BARNHART is a young Indiana University Ed.D., who last fall became director of administrative services for the public schools of Terre Haute, Ind. The school board members of Terre Haute must regard Dick with dread, veneration and wonder (the three components of awe) for he started analyzing citizens in their category for

his master's thesis and he couldn't let go until his doctoral dissertation was done—in fact, it seems unlikely that he can ever abandon the "critical incidents technic" that was his major analytical device. His "Six Characteristics of a Good School Board Member" (p. 82) has some fresh material. Don't pass it up, for school board members are here to stay and they have to be good before they can be better, as we learned in grammar class.

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MEGASCOPE

a brief, analytical look at several features in this issue by CALVIN GRIEDER, professor of school administration, University of Colorado



Best Hope for Peace. The "new approach to diplomacy" presented by Oliver J. Caldwell (p. 43) bears little resemblance to the striped pants, silk hat school of diplomacy. The number of programs and of individuals involved in international exchange of persons is probably larger than most of us have imagined. But if one may judge from the large number of applicants on both sides of the water who exceed the quotas, financial support ought to be multiplied many times. May our government cooperate with other countries in perpetuating and expanding the exchange of persons when the present war generated programs have expired. How much better -and cheaper-than vast armies!

A New Equalization Theory. Tremendous conceptual and factual changes have occurred in school finance within the last 30 years. Overwhelming demands for physical facilities bid fair to compel further implementation of state responsibility for education. A significant contribution is Arvid J. Burke's analysis (p. 48) of state and local obligations. His proposal for a satisfactory plan applies the principle of equalization to a foundation program for school buildings apart from the foundation program of instruction.

First Rate But Hard-to-Take. The pregnant discussion by W. W. Charters Jr. (p. 56) of how people respond to facts is a fine example of the help school administration can get from other fields. In his brief exposition of five illustrative principles, Charters brings out some exceedingly important findings on why people do or do not respond the way we'd like. First-rate stuff, but some will find it hard to take. Educational public relations efforts seem to be somewhat naïve in their excessive faith in the dissemination of bare facts. Utilizing social forces, including emotional appeal,

does not depreciate or vitiate facts and information. This remains largely to be learned by school administrators.

Horace Z. Lives On. About a year ago Fred Moffitt created a character named Horace Z. McGillicuddy and through him voiced a homespun educational philosophy of uncommon common sense. It looks now in this month's charitably named department of "Amazing Coincidences" (p. 55) as though old Schoolmaster McGillicuddy is on his way to becoming a legendary figure in our folklore.

A Long Open Season. Open season on schools and teachers lasts 365 days a year (366 in leap years), and this has been going on a long time. Carl B. Cone relates (p. 52) some fairly recent lamentations on schooling — from only about 200 years back — but the like can be found 2000 years ago and more. It is a bit comforting to know that our generation is not alone in supplying critics of teachers and schools.

A Unique Solution. Rising in defiance of tradition a generation ago, the junior high school apparently has not freed itself from the grip of tradition in some fields. A successful attempt to throw off the "traditional approach" in arts and crafts, an important area of experience for young teen-agers is recounted by Gottfried and Jones (p. 74). The program at Elyria, Ohio, is so well conceived, in my opinion, that it merits wide study. Two formidable obstacles will hinder similar developments elsewhere: a shortage of qualified instructors and space requirements for the individualized laboratory method.

Better Than Beating. As Lee Garber points out (p. 83), corporal punishment, unless forbidden by law, is likely to win judicial approval. I hope that our readers will bear in mind as

they read this the fact that great teachers of all times have been opposed to it and have uniformly counseled mild discipline. There are better ways than beatings. Is it true, as we often hear, that some children "don't understand anything else"?

After a Clear Definition. The relationship between school districts and state governments has not yet been clearly defined. The Southern States C.P.E.A., reports A. D. Albright (p. 79), is engaged in studies to clarify it. In spite of the states' clearcut responsibility for education, most of them provide neither the budget nor the staff to enable their education departments to furnish leadership to local districts. Poorly defined state policy and poorly equipped education departments largely account for suspicion and opposition at the district level. The efforts of the S.S.C.P.E.A. and others of the kind afford hope for improvement of state educational administration.

So Seldom Practiced. Teacher participation in supply management is more widely advocated than it is practiced. A concrete example of performance is submitted by Monroe Melton (p. 106). Although I like and agree with his point of view, I can't help wondering about the seventh paragraph, which reads, "Directions are not 'handed down' to teachers. But . . ." (italics mine).

Ideas Put to Work. Taking the nation as a whole, candidates for school boards are selected with more non-chalance than those for any other office. In his summary of Midwest C.P.E.A. research on the effective board member, Richard E. Barnhart (p. 82) erects some guideposts to better selection. School administrators ought to see that such helpful information is put to work where it counts.

Economical, Portable and Respectable. This month's school plant section features exceptional economy in elementary schoolhouse construction. The two more or less "standard" buildings built at Raytown, Mo. (p. 60), and in King County, Washington (p. 63), figure out at the remarkably low cost of about \$475 and \$685 per pupil respectively. And Osenbaugh then demonstrates (p. 66) what Sacramento is achieving for half or less of these amounts by way of portable classrooms that are really portable, but also respectable.



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Questions and Answers

Helping Parents of Handicapped

What is the rôle of the school psychologist in helping parents of handicapped children?

The school psychologist should be adequately trained in diagnosis of handicaps, sensory, motor, educational or intellectual, so that his eventual conclusions about a case and his ability to

relay these conclusions to a parent are sound and in an effective professional tradition (i.e. based on an understanding of both the child and the

The school psychologist should know, in an up-to-the-minute fashion, the nature of the facilities locally and nationally which can be useful in helping the child best to live with his handicap, as well as to alleviate maximally the handicap.

The school psychologist should know the family well enough professionally to be able to assist the classroom teacher (or other professional worker) with the child, to understand the specific parent-child relationships, and to work with the child in such fashion as to make these relationships a positive rather than a negative factor in the progress of the child. (This, of course, is not always possible but should be a goal.) The other side of the coin is interpretation of the school and the teacher as they impinge on the child so that the parents can use these relationships in a positive fashion in their interaction with the child.

The school psychologist should be sufficiently flexible and well trained so that he can play a number of rôles with the parent, ranging, for instance, from being an efficient and accurate fact giver in certain relatively simple problems to being a near therapeutic type of counselor to intelligent and well adjusted parents. The latter is sometimes necessary with severe problems or with disturbed parents. Included in these rôles may be the need to do group work with parents whose children present similar problems, such as cerebral palsy or speech defects.

The school psychologist should be objective enough to make a judgment as to when another type of professional worker (e.g. psychiatrist, social worker, speech therapist) could more effectively deal with the parent and be willing to make necessary referrals.

These points, while by no means exhaustive, represent central and frequent aspects of the school psychologist's relationships with parents.-BOYD McCANDLESS, director, Iowa Child Welfare Research Station, University of Iowa.



Is there a generally accepted speed limit for school buses?

Speed limits for school buses are receiving increased legislative attention, but no trend or maximum speed pattern seems to be emerging.

The National Highway Users Conference reports that the speed limit for school buses has been increased in Iowa from 35 to 45 miles per hour, and in Nevada from 30 to 50 miles per hour, while an Oregon law reduced the speed limit for these buses from 55 to 45 miles per hour.



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Advisory Board Welcomes Three School Authorities

An Indian princess has been added to the editorial advisory board of THE NATION'S SCHOOLS. Mary M. Con-

don, honorary Princess Star Woman of the Black Foot Tribe and state superintendent of public instruction in Montana, is one of three well



Mary M. Condon

known educators who have accepted appointment to the board.

Special fields of competence and interest are represented by these new members: state school administration, Miss Condon; school business management, Frank J. Hochstuhl Jr., and city school administration, Herman L. Shibler

Miss Condon, state superintendent in Montana since 1949, is a member of the board of directors of the National Council of Chief State School Officers. She is a former high school and college teacher and from 1943 to 1945 served as program director of the American Red Cross in the China-Burma-India theater. She is a native of lowa

During 1954 Frank Hochstuhl of Bloomfield, N.J., will serve as vice president of the Association of School Business Officials in the United States and Canada. He has formerly been president of the business officials' organizations for his state and county in New Jersey.

Mr. Hochstuhl's record is an unusual one—born in Bloomfield, educated in Bloomfield, and for 25 years secretary and business manager of the board of education there.

The Indianapolis superintendency is the fifth such position held by Herman L. Shibler. Previous superintendencies were at Tiro and Mount Gilead in Ohio, and Birmingham and Highland Park in Michigan. He has been superintendent at Indianapolis since 1950.

A native of Ohio, Dr. Shibler holds (Continued on Page 126)





F. J. Hochstuhl Jr.

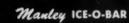
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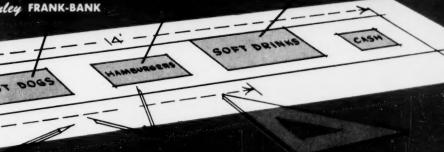












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The year's work concluded with a field trip to an ocean liner, S.S. United States. Steamship authorities escorted the sixth graders through the ship.

"WHY DON'T WE study about our own town?"

Thus challenged, Russell Bay, eighth grade teacher at Corvallis, Mont. (pop. 285), began looking for an idea for an arithmetic project based upon a local situation rather than upon the problems of the imaginary town discussed in the arithmetic text.

A new house was going up at the edge of town. Why not build a similar house on paper and solve some of the problems involved in its construction? The youngsters were fascinated. They proposed building an actual house; when they decided that was impractical, they began planning a small model of a home.

The eighth graders searched magazines and considered family needs and desires, as well as costs, before deciding to construct a simple two-bedroom house. Plans were drawn to scale and filed. Then the problem of money arose. A bank representative told the class the requirements for a loan, stressing the importance of good personal character. Mortgages, deeds and abstracts also were discussed.

Since the house was to have a basement, the problem of seepage had to be considered. Also the dirt had to be removed. The cost, \$320, surprised the

boys and girls, so out came the textbook again. They dug nearly every kind of a hole, including an actual one, taking out a cubic foot of dirt and weighing it. Then they stepped out the size of their house. There were no more complaints about the cost of excavating dirt.

But what to do with the bill for \$320? Each pupil was given 20 checks and stubs and several deposit slips. He or she withdrew an imaginary \$2500 (the minimum the class decided would be needed before one could plan to build a house) from a savings account and placed it in a checking account.

Concrete had to be ordered by volume; the class visited a lumber yard to learn how to measure lumber. When it came to joist beam supports, sills, floor joists and box sills the boys and girls figured the number of each item



needed, the most economical length, the board feet involved, and the cost of each item per thousand feet. They made out bills of sale to themselves and then wrote checks to pay the bills; the checks were cancelled and the bills were marked paid by the teacher and returned to be filed.

To figure the length of the rafters the pupils had to learn square root. Mr. Bay explained that this was usually not taught in the eighth grade, but the youngsters wanted at least to try to learn it.

The eighth graders visited the new house actually being built when it had been framed and shingled and again when it was nearly completed. When their own model was finished it was placed in the windows of a local drugstore, along with a display of the best paper work done by class members.

PARENTS WHOSE CHILDREN attend the E. S. Loomis School at Berea, Ohio, have a rare opportunity to see just exactly how their youngsters act when they are away from home and parents

Special one-way windows have been installed in a balcony between two kindergarten rooms in the school, permitting visitors to watch the 5 year olds and still remain invisible to pupils and teacher.

Principal Helen Neeley says, "The teachers welcome being observed. If there have been flaws in home training, the parent can see it for himself."

After seeing his son shove kindergarten mates, one father quickly admitted the boy needed better home disciplining.

THERE'S A NEW KIND of juvenile "gang" at the Glenbrook High School, Northbrook, Ill., a gang that's never likely to cause the police any trouble.

One of the gang's first projects was "Love Your Faculty Week." The 45 members, all male, gave extra special treatment to their teachers; club representatives in the school's shop class even winterized faculty members' cars.

The second venture was a dance in the school cafeteria.

The club was originally called the "Society of Friendly Fellows," but the name was changed to "Sword and Shield" to link it with the school nickname, the Spartans.

The group was formed to provide "profitable recreation" for students at Glenbrook. Profits will be used to establish a scholarship fund.

Any junior or senior boy at Glenbrook with "passing" grades is eligible to join the club.

Another Adlake **Aluminum** Window Installation Saginaw High School Detroit, Michigan Frantz & Spence—Architects Spence Brothers General Contractors. Minimum air infiltration WINDOW Finger-tip control No painting or maintenance No warp, rot, rattle, stick or swell Wool woven-pile weather stripping and exclusive patented serrated guides The Adams & Westlake Company Established 1857 • ELKHART, INDIANA • Chicago • New York Also Manufacturers of ADLAKE Mercury Relays and ADLAKE Equipment for the Transportation Industry

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THE ANSWER IS SIMPLE, efficient, multi-purpose use of space—with the need for janitorial and maintenance kept to an absolute minimum.

OUR SOLUTION FOR YOU is "Converta"—a new type of multi-purpose furniture to answer your problem of quick conversion to meet many situations—

USED IN schools, universities, churches, lodge halls, cafeteriaauditorium-gym combinations, cafeteria and gym or auditoriumcafeteria combinations or wherever mass-seating, teaching or feeding is a requisite "Converta" is your answer to the most efficient use of space.

STANDARD MODELS of the new "Converta" line are furnished with plastic seats and tops in a simulated wood grain 8 feet long with either fixed legs or folding ones, seat and table heights 14"-27" or 16"-29" in height. Seating 7-8 kindergarten, 6-7 elementary and 5-6 high school students per unit.



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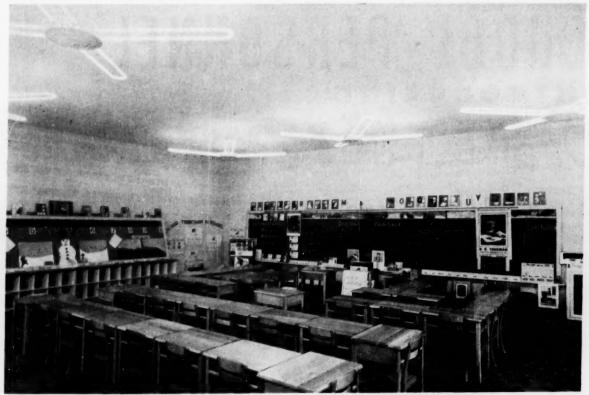
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Only in the IEC "Hairpinline" Fixture Can You Get the Benefit of Our New 100 MA Ballast Operation. Here's the Comparison!

	IEC- Hairpinline UX480	Imitations
No. of Fixtures	6	6
Watts per Fixture	.187	203
Lamps Guaranteed	3 years	2 years
Operating MA		120
Rated Lamp Life (FLA)	.25,000 hrs.	15,000 hrs.
Do Lamps Flicker	.No	Yes
Total Watts Per Room	.1122	1218
Footcandles on Desk	.41.14	34.32
Footcandles on Wall	.29	21.42
Desk Ftc after 3 yrs. with No Cleaning	28	21.18
Lumens Per Watt	48	38
Sine Wave	Excellent	Poor
High Humidity Start	Yes	No
Low Temperature Start	Yes	No

If you want the fixture backed by ten years of research and experience, if you want the best— Specify and insist on

IEC HAIRPINLINE

GETTING THE FACTS before you buy school lighting fixtures can save you time and money after the fixtures are installed.

Nearly a thousand school systems are using HAIR-PINLINE COLD CATHODE for they have found, as you can, the savings that are possible with our LOW BRIGHTNESS LAMPS that completely ELIMINATE MESSY LOUVERS, with our REDUCED POWER CONSUMPTION, and with our THREE YEAR LAMP GUARANTEE!

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GM's New Transit-type School Bus

... easily the most outstanding school bus on the market today—and for these solid reasons:

- **1.** A basic design <u>proved</u> in millions of miles of rugged stopand-go city operation on public transportation properties—the most widely-used coach of its kind in service today.
- **2.** Improved Dual-range Automatic Drive, and powerful Air Brakes—both as standard equipment.
- **3.** Lightweight aluminum construction, giving a better powerweight ratio—and longer life because aluminum won't rust and resists corrosion.
- **4.** Engineered and produced by a company with over 30 years' experience building coaches—the nation's largest motor coach manufacturer.

See it for yourself at Booth No. 1342, A.A.S.A. Convention, February 13-18, Atlantic City, N. J. (Additional features and specifications on next page.)





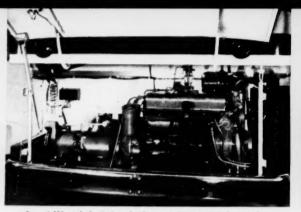




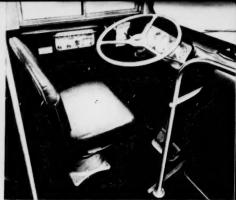




Wide, three-step entrance with 81/4" risers. Air-operated split-type doors fold compactly out of the way. Vertical closing edges are covered with 4° of flexible rubber.

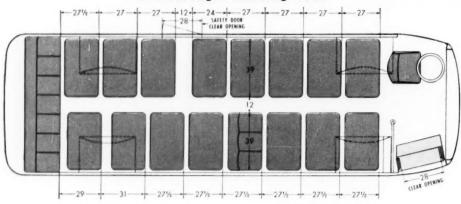


Rugged 270 cu. inch coach engine is mounted transversely in rear of -completely removed and sealed from passenger area by solid metal bulkhead, with no seams or gaskets. Easily accessible for service. Rear engine design gives better traction in snow, mud and loose gravel.



Driving is simplified by exceptional visibility of instrument panel and proximity of all controls. No gears to shift, no clutch to operate-even air-operated door opens at the flick of a button.

55-Passenger Seating Plan



CONDENSED SPECIFICATIONS

Body Construction Built as a unit, in effect a girder design.

Seating -39" wide school bus seats in 55-passenger arrangement, Sixteen (16) forward facing scating seats, eight (8) on each side, and one 7-passenger rear cross seat. 12" sisle to emergency door optional.

Seats 1" tubular frame with top rail flush with back pads. Frame and seat back panel finished in enamel, Upholstered in plastic coated Koroseal.

Doors Four-leaf jack-knife type entrance door, 28" wide, air electric operated. Emergency door, 28" wide, with three-point clamp type lock. Tell-tale light on dash.

Windows Extruded aluminum satin finish twopiece sash—upper raise, lower stationary—glazed with ¹₁₆" safety sheet glass, easily removed. Driver's window, glazed with 14" safety plate glass, each half slides horizontally.

Windshield Windshield 24° slanting, two-piece fixed type, glazed with ${}^{1}a^{\prime\prime}$ safety plate glass set in rubber. Adjustable sun visor on left side. Two arc type wipers with dual control valves. Motor driven defroster.

Interior Finish—Masonite trim. Black rubber floor covering, ${}^tx''$ plain under seats, ${}^3y''$ ribbed in sisle and ${}^5y''$ metal backed step treads.

Stanchions - Modesty panel and stanchion rear of entrance door. Horizontal hand rail and stanchion at dash panel. Vertical stanchion at driver's seat with guard rail from stanchion to wall.

Heating and Ventilating-Hot water radiator dash. Variable-positioned damper windshield ledge. Fan provides power ventilation in warm weather. Rear underseat heater.

Insulation Interior thoroughly insulated. Engine partment bulkhead and rear cross seat insulated sealed with Flintkote and Celotex. Entire understructure undercoated.

Mirrors - 5% x x 17" left hand exterior mirror. 4" x 16" interior rear view mirror.

Power Plant Assembly Engine and Hydramatic transmission form a unit power plant. Engine, transmission, angle-drive, radiator and battery quickly removable as unit.

Engine G.M. six-cylinder valve-in-head type, 270 cubic inch displacement. Bore 3³½", stroke 4". Brake H. P. 124 @ 3200 R. P. M. SAE H. P. rating 34.3. Maximum torque 232 ft, lbs. @ 1000-2000 R. P. M. Compression ratio 7.5:1. Centrifugal governor. Mechanical fuel pump.

Crankshaft-High carbon steel crankshaft. hardened connecting-rod and crankshaft bearing journals.

Pistons Heavy-duty aluminum alloy construction. Four rings above piston pin.

Lubrication -6.0 gallons per minute (4 3200 R. P. M. Oil capacity 10^{+}_{2} quarts, including filters. Shunt flow absorption type oil filter.

Cooling System—Water pump centrifugal type, 40.0 gallons per minute @ 3200 engine R. P. M. 181, diameter fan. Kwas ei diameter fan. Kysor air operated radiator interfront.

Ignition -12-volt distributor. 12-volt starting motor, solenoid operated.

Air Intake Single down-draft type carburetor.
Oil bath type air cleaner.

Transmission Full automatic Dual Range Hydra-

Propeller Shaft Tubular shaft with needle bearing universal joints.

Steering Gear-Recirculating ball type. 20" steering wheel.

Front Axle-Reverse Elliott type.

Rear Axle -G.M. design, spiral bevel gear full floating type.

Springs—Shock Absorbers—Front springs 10 leaf, 3' wide, 52" long on 47¹4" centers. Rear springs 11 leaf, 3" wide, 59" long on 50¹2" centers. Hydraulic shock absorbers at front.

Air Compressor - Two cylinder, 714 cu. ft. water

(Specifications subject to change without notice)

cooled unloader head type. Two tanks, capacity 1692 cu. in.

Service Brakes—Four wheel internal expanding air operated two shoe type. Brake chambers and slack adjusters mounted integral with axles. Manually operated 11" Tru-stop type emergency brake mounted at angle drive.

Tires -8.25/20" single front, dual rear.

Fuel Tank-Sixty (60) gallon capacity. Tank and ller neck mounted on right hand side.

Generator-High cut-in, 12 volt, 55 ampere

Battery -12 volt, 19 plate, 110 ampere hours at four (4) hour rate.

Instrument Panel Speedometer; electric pressure gauge; electric water temperature gauge; 3" diameter air gauge; fuel gauge; generator charge indicator; indicator lights. Ignition and door control switches, choke button, starter button, light, heater control and defroster switches are located on control panel to left of driver.

Lighting—Fourteen (14) 21 C. P. dome lights. Step light at entrance door. Two flush mounted stop lights. Two tail lights, one in combination with receased license plate holder. Front and rear combination marker and clearance lights. I. C. C. reflectors. Guide D-68 type directional signals with arrow in lens. Four (4) 6" flasher lights mounted on roof crown panel, one at each corner.

Miscellaneous Electric horn. Single plate license plate holders. Air operated stop signal arm on driver's side. Three-unit electric type flares. Fire axe in dash mounted container. Two (2) 11-unit first aid kits. 5 lb. CO fire extinguisher mounted to left of driver. 8-ton hydraulic jack. Tool kit consisting of miscellaneous tools.

Paint and Lettering—Interior is synthetic enamel, two solid colors, divided at window sills. Exterior is uniform color, National School Bus Chrome, in synthetic enamel divided at belt rail Chrome, in synthetic enamel divided at belt rail by black stripe. Standard lettering (no outline) consists of "SCHOOL BUS" in 8" black letters on sign enclosed in glass covered opening above winch shield, "SCHOOL BUS" and "STOP ON SIG-NAL" in 8" black letters at rear, coach numbers at three places, and certificate numbers in small lettering.

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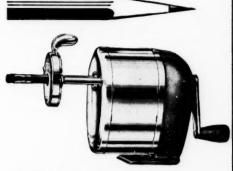








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BOSTON Pencil Sharpeners in your classroom assure that all the possible good is gotten from the pencils you purchase. Equipped with Speed Cutters, Bostons last longer under heavy duty.

Have you ever examined the Boston Speed Cutters? Note the 6 extra cutting edges on these twin milling all steel cutters. Here is the decisive reason to choose **BOSTON EXCLUSIVELY, for your School. Here is** 25% longer life – 25% more school service.

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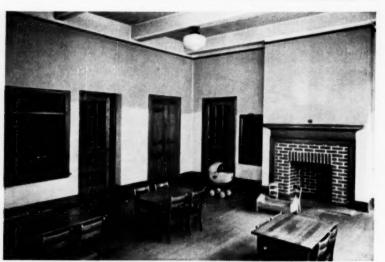
..... HERE'S POSITIVE PROOF ... Pittsburgh

Two-year study of 2,500 pupils in Baltimore elementary schools presents convincing proof that correctly planned color environment improves behavior and performance traits of pupils.

TEST SHOWS STUDENTS MADE GREATEST IMPROVEMENT IN SCHOLASTIC ACHIEVEMENTS

 Examination of averages for seven performance traits of students in Grades III to VI in COLOR DYNAMICS test school shows that greatest improvement was made in traits dealing with scholastic matters.

Trait	1949-50	1950-51	Difference	% Improvement
Social Habits	3.130	3.311	.181	5.8
Health Safety Habits	3.279	3.526	.247	7.5
Work Habits	2.832	3.038	.206	7.3
Language Arts	2.645	2.922	.277	10.5
Arithmetic	2.554	2.771	.217	8.5
Social Studies	2.862	3.223	.361	12.6
Art-Music	2.976	3.274	.298	10.0



Kindergarten classroom used in Baltimore school experiment before repainting.

COLOR IN CLASSROOMS, used according to Pittsburgh COLOR DYNAMICS, materially improves the academic work of students. A two-year study in Baltimore public schools has produced substantial evidence that color environment has a favorable effect on behavior and performance traits.

This Baltimore project was conducted by the Psychological Laboratory of The Johns Hopkins University's Institute of Cooperative Research. Three elementary schools were included in this experiment.

Complete scholustic and attitude records were kept on all children. At the end of the first year of the test, two of the schools were repainted. One building was decorated in the standard manner for all Baltimore schools. Another was decorated according to COLOR DYNAMICS. The third was not painted because its records were used as a basis of comparison with the others.

During the test approximately 20,000 report cards were tabulated and studied. Definite upward changes in behavior and scholastic traits were noted in the school painted according to COLOR DYNAMICS. Kindergarten pupils showed 33.9 per cent improvement, almost five times greater than the next best school. Students in Grades III to VI showed improvement of 8.9 per cent in performance traits in the COLOR DYNAMICS school. This compares with improvement of 0.5 per cent in the conventionally painted school and a decline of 2.7 per cent in the school that was not repainted.

Summary of the observations based on the 20,000 report cards would seem to show that the COLOR DYNAMICS school had 18 per cent fewer "poor" pupils, while the other two schools showed an increase of such students.

Why not try COLOR DYNAMICS in your school-and see the difference that planned color environment can make in academic achievement and teaching efficiency ratings.



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COLOR DYNAMICS® Helps Pupils Get Better Marks!



Kindergarten classroom used in Baltimore school experiment after it was repainted according to COLOR DYNAMICS.

"These Clear Results Should Interest Every Educator," Say Psychologists Who Conducted Experiment!

• "We have been convinced for some time that color and its dimensions (hue, value and chroma) influence human behavior.
We have felt certain of the advantages to be obtained from the use of scientifically controlled color in a school environment.

"Nevertheless, we are pleasantly surprised to see such amazingly clear results come from this research, since this type of problem is difficult to handle experimentally. These positive results, we feel sure, will be of real interest to educators and all others concerned with the color design of school facilities."

FREE—Color Engineering Study

 We'll be glad to send you a comprehensive book explaining how to use COLOR DYNAMICS. Better still, we'll be glad to make a complete color engineering study of your school or any part of it, without obligation. Call your nearest Pittsburgh Plate Glass Company branch. Or mail this coupon.

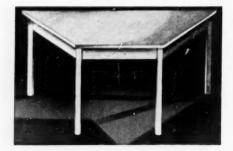


Pittsburgh Plate Glass Co., Paint Div. Department NS-24, Pittsburgh 22, Pa.

Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."

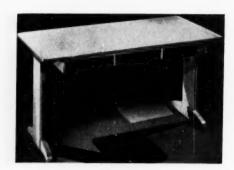
☐ Please have representative call for Color Dynamics Survey without obligation on our part.

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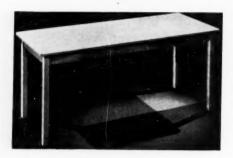


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Kitchens like this are in the future of your home economics students. They expect to be modern . . . cook electrically t

Students have this kind of kitchen in mind . . .



where they can be Modern . . . cook Electrically!

Every year your schools start with a new group of home economics students. They're taking that subject because they want to be efficient homemakers some day. One thing they definitely need is instruction in *Electric* Range cooking. That's because more homes every day are being equipped with this modern range. It's the kind students look forward to having in homes of their own.

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To be sure your schools' home econor laboratories are modern, why not check them against the helpful FREE booklet—"The Modern Home Economics Department"? This valuable piece of literature includes suggested floor plans and other practical material, gives examples of how other schools arrange and equip their laboratories. Use the coupon to get your FREE copy!



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We have (total number)economics classes.	students in our hom
Your Name	
Name of School	
Street & No	



Good temperature control encourages better learning . . .

Stimulate brighter reactions





The best thermostat for each of your classrooms

is a Honeywell thermostat-and here's why:

- Modern design and engineering skill make it more sensitive and more accurate
- Red thermometer indicator permits easy temperature settings and easy reading
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You'll have brighter, more alert classes when you install Honeywell thermostats in each one of your classrooms. They are the best-known school thermostats, and are found in the finest schools all over the country—your best assurance of exceptional accuracy

and responsiveness. And Honeywell service is well known all over the country, too. A skilled Honeywell engineer will advise you on new installations, modernization, or help you on any maintenance needed for your present control system.

with the best in thermostats!



A hot, stuffy classroom after a good lunch and an active lunch period will certainly stifle his alertness and make him lose interest in learning. His reactions can vary widely, but he'll stay alert in a Honeywell-Controlled classroom—his afternoon reactions will be as vibrant as those at 10:00 a. m.

With a Honeywell thermostat in each room, you can accurately coordinate level temperatures, adequate fresh air and proper humidity to create ideal conditions for better learning. For example, you can set the thermostat to supply less heat and more fresh air during logy periods, tests or increased classroom activity.

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Write for complete information on Honeywell School Controls, or for a booklet by Dr. D. B. Harmon, "Controlling the Thermal Environment of the Co-ordinated Classroom." Address Honeywell, Dept. NS-2-29, Minneapolis 8, Minnesota.

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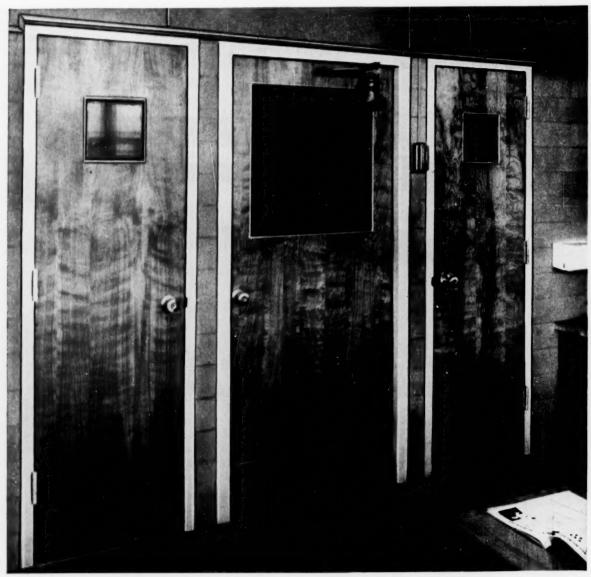
Budget-wise School Boards specify Weldwood products because they cost less to install and maintain, yet assure a lifetime of beauty.

Almost every community is faced with the problem of building new and better schools. Yet, never before has the taxpayer's dollar been expected to do so much.

That is why more and more school building authorities

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For further information see your local lumber dealer or write to any of the 60 United States Plywood or U. S.-Mengel distributing units located in principal cities, or mail coupon.

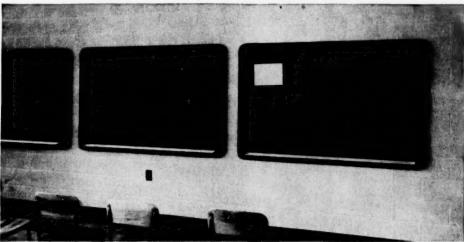


WELDWOOD STAY-STRATE* DOORS AND FIRE DOORS (Pat. No. 2,593,050) have a special mineral core which prevents warping, shrinking or swelling. They are unconditionally guaranteed for the life of the installation. The Weldwood Fire Door carries the U.L.

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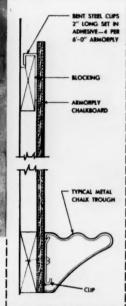
Label for class B and C openings. Both types are available in a variety of beautiful woods. The light cutouts will not weaken the rigidity of the birch Weldwood Stay-Strate Doors shown at the Lake Hiawatha School, Troy Hills, N. J.

as well as the pupil



ARMORPLY* CHALKBOARD SAVES 30% on installation costs. No frame is needed. Cool green surface is easier on young eyes. Takes chalk beautifully. Porcelain-surfaced steel† face attracts small magnets, makes visual aids and physical demonstrations possible. Won't scratch, chip or crack. Armorply

Chalkboard is guaranteed for the life of the building. It will never need to be replaced and requires no maintenance beyond normal cleaning. Sketch shows how easily it attaches to wall. Above is typical Armorply Chalkboard installation at Fairlawn Junior High School, Fairlawn, N. J.





INEXPENSIVE NOVOPLY® WALL PANELING is being widely used for corridors and classrooms. Hard, crack-free surface keeps down maintenance costs. Easily installed, speeds building time. Novoply's warp-resistant nature makes it perfect for partitions, built-ins and sliding cloakroom doors. Available in pine or California redwood finish. Installation shown, Unqua School, Massapequa, L. I., N. Y.



WELDWOOD HARDWOOD PANELING has a permanent beauty unmatched by any other type of wall covering. Its first cost is its last because it is guaranteed for the life of the building. Available in almost any wood face desired—in a wide range of sizes. New prefinished panels eliminate costly on-the-job finishing. Illustration shows Weldwood oak paneling in Transfiguration School, Tarrytown, N. Y.

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Restaurant Range Model No. 183GG Finished in Garland Granite Gray. Two fully insulated ovens, automatic oven lighter available, adjustable broiler, raised griddle, six giant burners, All-Weld construction.

Cooking is FASTER, EASIER on a GARLAND RESTAURANT RANGE!

These Garland ranges are designed with commercial cooking needs in mind! Utmost flexibility... maximum efficiency... top economy... all are built-in Garland qualities! These models available in standard black-Japan finish... or fine optional finishes, new Garland Granite Gray or Stainless Steel. New, super-sturdy All-Weld construction gives greater strength and durability, makes sagging impossible. See your food service equipment dealer.



Restaurant Range Model No. 196 Finished in Stainless Steel. Six giant burners, automatic burner lighting available, fully insulated oven, All-Weld construction.



Restaurant Range Model No. 184GG Finished in Garland Granite Gray. Ten giant burners, two fully insulated ovens, automatic burner lighting available. All-Weld construction.

All models equipped for use with manufactured, natural or L-P Gas.



Restaurant Range Model No. 192 Finished in Stainless Steel. One fully insulated oven, automatic oven lighter available, griddle, Infra-Amic Broiler, six giant burners, All-Weld construction.

GARLAND... Greatest name in commercial cooking!
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The NATION'S SCHOOLS

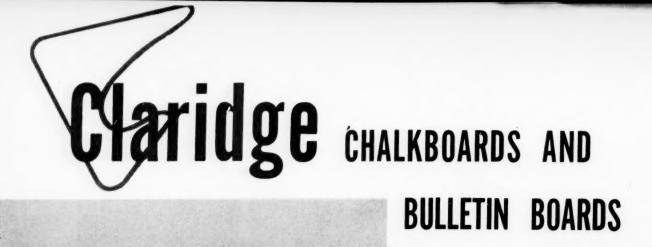
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THE COMPANY

We have long considered the designing and manufacturing of equipment to be used by the educators and students of our land of vital importance.

Constantly striving toward a better product, we have pioneered many solid improvements. To name just a few Claridge firsts, we have been first to manufacture a 1/2" chalkboard . . . first to manufacture chalkboards with a full .007" writing surface . . . first to achieve even suspension of silicon carbide through the full writing surface depth . . . first to manufacture chalkboards with a tongue-andgroove joint.

Because we have constantly improved upon our materials ... improved production methods ... improved even such things as packing, shipping and distribution, we have found it possible to offer the industry chalkboards and corkboards of exceptional quality . . , and at surprisingly low cost.

We are represented today in all sections of the United States . . . employ a large staff of designers and engineers, especially trained to work directly with architects.

ACCEPTANCE

This constant striving for improvement has proved gratifying in many ways. We have won the respect of the thousands of architects and builders who have handled and installed our equipment. Our Chalkboards have been honored with countless merit awards. Our equipment has proved its ability to please instructors, students, administrative boards alike-in schools and institutions the nation over.

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NEW Special Colors Now Available

Claridge is now able to produce chalkboards in any special color to fit your decor. Colors will be matched from your sample. Contact the factory or your local representative for complete details.

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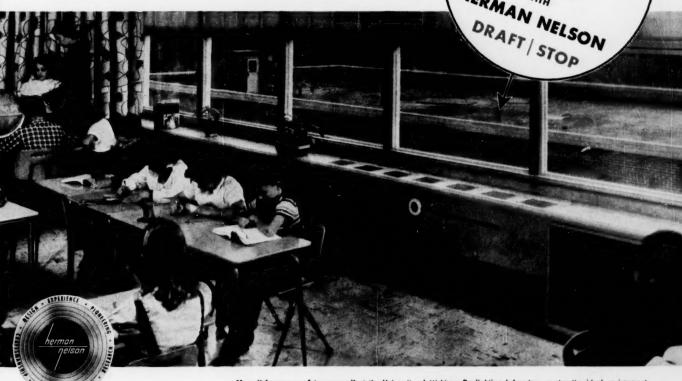
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FEBRUARY 14 to 19 BOOTH 1235



Cooling, Heating and Ventilating are Essentials

UNIVERSITY OF MICHIGAN LABORATORY CLASSROOM
PROVIDES HERMAN NELSON



New "classroom of tomorrow" at the University of Michigan Daylighting Laboratory creates the ideal environment for learning with modern daylighting; a complete heating, ventilating and cooling system and homelike furnishings.

DRAFT STOP

Provides COOLING HEATING VENTILATION ODOR CONTROL DRAFT ELIMINATION The "classroom of tomorrow" was not designed by dreamers. It is the carefully conceived product of practical scientists and educators. Here, in a single room, they have incorporated all the elements needed to create the ideal environment

One of the major contributors to this ideal environment is the Herman Nelson Draft|Stop System of Unit Ventilation. This system does more than heat and ventilate. It compensates for the heat gain from students, lights and sun-provides for

classroom cooling by introducing quantities of outdoor air in such a way as to avoid drafts and maintain comfort conditions.

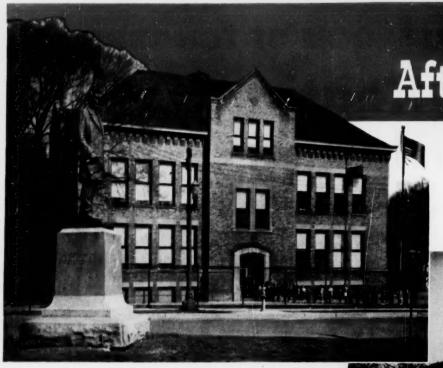
Heating, ventilating and cooling, with positive draft control at all times-Herman Nelson offers you all of these advantages today for your classrooms of tomorrow. For further information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Ky.

UNIT VENTILATOR PRODUCTS

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SYSTEM OF

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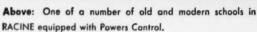


After 50 Years

RACINE, WIS.

POWERS TEMPERATURE CONTROL

Installed here in 1903









Below: RACINE'S New JERSTAD-AGERHOLM SCHOOL Completed in 1952

is also Powers controlled. Only a portion of the building appears in the photo. It has 14 classrooms, an administration and community center, playroom and kitchen, and audio-visual room. It is attractive inside and out—heating and ventilation are maintained with utmost economy.





Architects and Engineers: WARREN S. HOLMES CO., Lansing, Mich. Heating Contractor: N. A. THOMAS CO., Racine, Wis.

Pneumatic System of

TEMPERATURE CONTROL IS STILL GIVING ACCURATE REGULATION



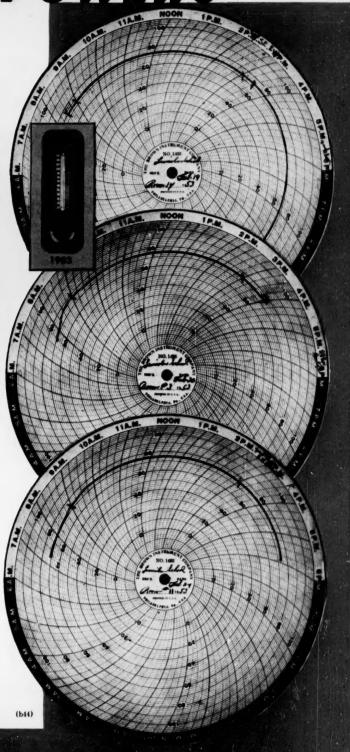
Miss K. Mart, Teacher in Room 14 Lincoln School, Racine, Wis. "T" is POWERS Type A Thermostat installed in 1903. It controls mixing dampers. Thermostat was set for 75° F. Note even control during schools hours. "RT" is Recording Thermometer which made charts at right in February 1953.

How is it possible for Powers systems to often give 25 to 50 years of dependable service?

Since 1891 outstanding features of a Powers thermostat have been: its powerful VAPOR-DISC with GRADUAL-ACTION and its famous nonbleed double valve. Proof of its superiority is revealed in the performance record shown hereas well as in many other old schools.

To get more years of better performance, greater comfort and fuel economy - install a POWERS pneumatic system of temperature control.

this test shows



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AUTOMATIC



ROWLES School Equipment



Rowles
MODULAR CHALKBOARDS
& CORKBOARDS
an amazing new idea for classroom



Rowles MASTERMADE MOVABLE DESK

OWLES

School Equipment



Rowles
SPACE-MASTER Desk & Chair Unit



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BLACKBOARDS
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12" SUPER PERMASITE CHALKBOARDS

Velvetone writing surface.

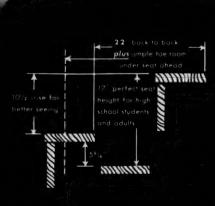
Rowles MODERNAIRE MOVABLE DESK

VISIT OUR EXHIBIT—AASA-NEA CONVENTION—BOOTH 21-23

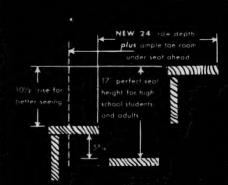
You're cordially invited to see these new ideas in school equipment at our display at the AASA-NEA Convention.

E. W. A. ROWLES COMPANY, ARLINGTON HEIGHTS, ILL.

NOW... CHOOSE EITHER!



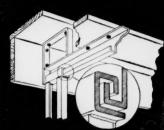






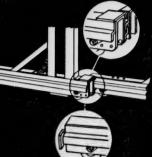
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New Design !



"Floating Motion"

Interlocking members and multiple supports make opening and closing easier—assure true alignment and prevent binding



"Dval Align"

cushioned roller housings are keyed together and interlocked for straightline trackage. Complete re-design provides these additional improvements:

- Weight reduction up to 70 pounds per row
 - Self-supporting steel understructure made stronger than ever
 - Controlled distribution of weight

ASK For The Whole Story

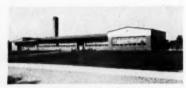






Nesbitt Syncretizers with Wind O-Line radiation turn "walls of ice" into "blankets of heat" at Mason Elementary School.

Teaching the 3 R's is hard enough without having to worry about chills and downdrafts



Stevens T. Mason School Redford Township, Detroit, Mich. Superintendent of Schools, Merlin D. Roc. Architect, Giffels & Vallet, Inc. Heating Contractor, Standard Plumbing & Heating Co.



The Nesbitt Syncretizer with Wind-O-Line radiation assures you of solid comfort throughout the entire room. Downdraft protection and room heating are handled separately. You get complete protection from cold surface discomfort. The package shown above consists of a unit ventilator, with finned-tube radiation extending to each side, and matching storage cabinets.

New Mason Elementary School finds practical solution to heating problem with NESBITT WIND.O.LINE SYNCRETIZERS

The teacher's life is not an easy one. And classrooms that are poorly heated or ventilated don't make it any easier. Pupils who are bothered by drafts and chills can't concentrate on their lessons; they can't do their work properly when they are uncomfortable.

Fortunately, the solution is right at hand—a solution that's been tested and proved in thousands of schools all across the country—the Nesbitt Syncretizer with Wind O Line radiation.

This handsome heating-ventilating system provides a blanket of heat the length of window areas. There are no cold zones. Every pupil is comfortable and warm — regardless of outside temperatures. For complete data on the Nesbitt Wind O Line Syncretizer and other school ventilating equipment, contact your nearest American Blower Branch Office.

AMERICAN BLOWER CORPORATION, DETROIT 32, MICHIGAN
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the most dramatic step forward in school bus safety since Wayne pioneered the industry's first all-steel body in 1930. On display February 13 at the N.E.A. Convention in Atlantic City, Booth 1042. Designed by 18,000 experts, it's the Bus Body the Buyers Built!





There are good reasons to buy the . . .

One-12 Desk



Woods Used — Maple or Birch Veneers, beautifully grained, on 5-ply. These tops are highly finished and available self-banded or not. (Famous Fiberesin plastic tops available also)

Privacy — The design of the unit provides maximum privacy.

Steel Used — Strong die-formed legs, 12 gauge drawn to 1" angles. 22 gauge steel panels.

> Book Shelves — On either side. Put these desks two to a row — save an aisle. Stagger your class-room seating — a multitude of arrangements.

e believe that there is no other desk on the American market which offers your intermediategrade students more privacy or comfort — plus such large working areas, wide classroom utility and fine workmanship. Inspect it personally — write or wire your American Desk dealer for a demonstration before you specify classroom furniture.

Match One-12's with American Desk's #22 die-formed steel straight chairs. Maple or birch—sizes to match.



American Desk

MANUFACTURING COMPANY . TEMPLE, TEXAS

ut on the r as long as 11/2 seconds. During their Timex training, these boys at the Washington Square Reading Center learn one of the most basic of all educational skills: HOW TO SEE ... how to see rapidly ... accurately . . . how to retain more of what they see. Next, the boys will apply their new seeing ability in reading a story with the Controlled Reader (left instrument). They read along with a moving slot which uncovers lines of print from left to right. just enough time to read, but no chance to go back and entration and attention . . . a more positive attitude ing and studying. Results during the past year at the Square Reading Center, the largest educational ibilitation center in the country, have proved the effectiveness of the Timex and Controlled Reader. Earl A. Taylor, Director of the Center, says, "I feel that these two instruments make a real esult: a more efficient reading attack . . . speedier readproved comprehension . . . growth in vocabulary . . . Controlled Reader screen - sometimes for only 1/150 of a second, or Suddenly numbers, letters, words or phrases pop

For information, write: EDUCATIONAL DEVELOPMENTAL LABORATORIES, 33 Sunset Lane, Levittown, N. Y.

contribution to the area of reading and to education in general."

"PC Glass Blocks give

Since 1947, the Marion School system has completed two new schools and four additions to older buildings – a \$5,000,000 post-war school improvement program. In *all* of these projects PC Glass Blocks were used.

Shown here is the Marion Harding High School, opened in the fall of 1953. It accommodates 1500 students—stands on a 40-acre site—includes many special purpose facilities. It was built without construction short cuts, for a cost of 96¢ per cube. The four new additions are one-story structures utilizing 12" light-directing glass blocks in a combination of sidewall panels and clerestories for the utmost in daylighting performance. In all, the new school facilities in Marion reflect sound architectural planning and a truly forward-thinking administration.

About the all-important PC Glass Block daylighting system, Mr. Dickey says this: "We are delighted with the superb daylighting from PC Glass Blocks in our \$5,000,000 school program. They leave nothing to be desired in the way of lighting. Because of their insulation value, heating bills are less than we expected. Maintenance costs are low. Breakage is no problem. And as far as I am concerned, PC Glass Blocks make for a smart-looking building in every way."

All these advantages can be yours when you build, remodel, or add on to a school building. Send coupon for information.

Pittsburgh Corning Corporation





Here's what you get with PC Glass Blocks

- BETTER LIGHT—a wide range of patterns for every school lighting need . . .
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- IMPROVED APPEARANCE—PC Glass Block panels impart clean architectural lines to any school new or old.

excellent daylighting.

We used them in all major construction projects,"

says Mr. L. L. Dickey,

Superintendent of Schools, Marion, Obio





Architect: McLaughlin & Keil, Lima, Ohio General Contractor: Knowlton Construction Company, Bellefontaine, Ohio

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Please send me a FREE copy of your booklet "PC Glass Blocks for industrial, commercial ☐ Have engineer call to discuss specific problem.

Send information on "SKYTROL blocks for toplighting."



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By moving and storing Folding Tables and Chairs on Monroe Trucks, two men can clear a room six times more rapidly than when the tables and chairs are carried by hand. Table Truck No. TS illustrated above.



Chair Truck No. TSC transports and stores up to 40 chairs, depending on make.

Transport Truck No. TF. Twelve Monroe Tables on Truck stack only 29" high.



KINDERGARTEN TEACHER'S FOLDING TABLES



There'll be more class interest, better control when Teacher sits with the class. (See seating chart at right.) Table fully adjustable from 20 to 30 inches.



ADJUSTABLE HEIGHT TABLES



For use in the Kindergarten or Intermediate Grades at any height, 20" to 30". When extended to full 30" may be used with other tables for adult dinners.

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CATALOG WITH TABLES
IN FULL COLOR AND
CURRENT DISCOUNTS



THE Monroe

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Company COLFAX, IOWA



Color Harmony with USTRAL Multi-Use work board

Chalkboard Fixtures

The AUSTRAL REVERSIBLE MULTI-USE Chalkboard and Corkboard Fixture, as illustrated, is a versatile unit which increases the functions of all classrooms without requiring additional wall space. To provide color harmony with a wide range of classroom color schemes, the reversible panels are available in Antique Rose, Blue, Tan, and Light and Standard Green Miracle Chalkboard, or in Tan, Black, and Light Green Lastoplate Composition Chalkboard, on one side, with tan, gray, and green corkboard on the reverse side, in combinations as selected.



Every panel becomes an easel.

art easel



Work board and tray provided for each panel. Storage cabinets for boards and trays directly behind panels.



Every writing surface panel is reversible. Other side is cork.



Every panel is light to handle.

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(Musicate) The Musicate is ideal for Music, Drama, Literature and Language departments . . . wherever exacting high-fidelity listening is important. The Musicale features three speakers, a powerful 5-watt amplifier and a G.E. magnetic pickup. It plays all 3 speeds automatically to four hours. Blonde \$159.50 Mahogany \$149.50



(Maestre) A favorite Fonograf of educators everywhere. It is an excellent low-cost, lightweight manual fonograf. The Maestro plays all 3 speeds and takes all size records. Gives really superb tones through its bass reflex type cabinet. Hear the Maestro today. 559.50

WEBCOR Tape Recorders and Fonografs are created specifically for school use!

When you buy a Tape Recorder for your school, you want it to accomplish many things . . . to last for many years. The tape recorder you buy must be a sound, practical investment, requiring practically no servicing from year to year. It must be RUGGED, VERSATILE and EASY TO USE.

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Webcor is the trade name of Webster-Chicago Corp., Chicago 39, III.

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MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

The NATION'S SCHOOLS

drafts before they start!

New! Exclusive Trane Unit Ventilator System creates Kinetic Barrier which (1) stops window downdrafts every minute room is occupied, (2) improves distribution of heated and ventilated air, and (3) operates quietly —virtually noise-free.

ACNOON

lators. This action stops window downdraft induces flow of room air, blends with main

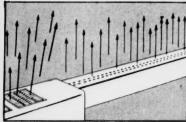
air stream from unit ventilator

Not since the first unit ventilator has there been such a significant improvement in school comfort.

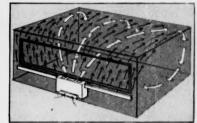
The new Trane Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

How Trane System differs. The use of warmed air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since cooling is required about 75% of the time due to high heat gains. The new Transe system differs in that it is effective at all times—during cooling as well as heating cycles. It operates every minute the room is occupied . . . even when the heat is off.

HOW TRANE Kinetic Barrier SYSTEM WORKS



Outdoor and room oir is drawn into the Trane Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then forced upward from the central unit and from lateral extensions along the entire window wall.



Rising air creates Kinetic Barrier which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

Report describes new system in detail. Just published. Contains results of an investigation of the Trane Kinetic Barrier System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The Trane Company, La Crosse, Wis.

Trans matched products fit every school need . . . Convectors • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.

Kinetic Barrier system of Unit Ventilation

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Architects, school officials and ZALULYLLLULYLL

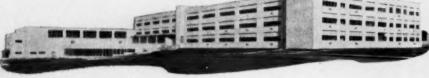


 South Mountain Junior H.S., Allentown, Pa.
 Architects: Heyl, Bond & Miller Contractor: L. W. Hunsicker Co.

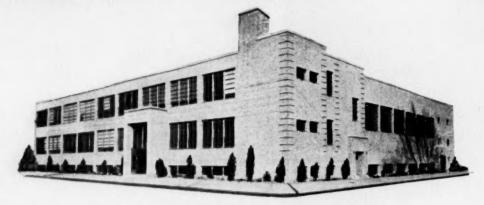
 Calwyck School, Wilmington, Del. Architect: E. William Martin Contractor: Rupert Construction Co.



Troy High School, Troy, N. Y.
 Architect: Frank J. Morgan
 Contractor: Christensen & Nielsen



 St. Joseph's Parochial School, Camden, N. J. Architect: Thomas J. Earley



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Only when you insist on aluminum windows can you be sure of windows that never, never rust...windows that never need painting. Regardless of claims, mere surface protection against rust is not enough. Wear, unintentional scratches in delivery or installation may nullify any protective surface coating and soon require painting. For your protection insist on aluminum—it's rustproof through and through.

TAXPAYERS give HIGHEST rating to

for lowest maintenance costs!

Architect or Member of the School Board—you can keep annual maintenance expenses on your new school buildings at an absolute minimum, if you insist on "Quality-Approved" aluminum windows.

Aluminum windows are a really worthwhile investment from any way you look at them. They remain beautiful for the life of the building. They always operate easily, keep out cold drafts, eliminate rattling, give more light and better visibility. They cannot rust or rot . . . NEVER need painting or costly repairs . . . save important maintenance dollars year after year. And that's why more and more school boards are insisting on "Quality-Approved" aluminum windows for every new building.

"Quality-Approved" aluminum windows are available through many manufacturers in sizes and styles (double-hung, casement, projected and awning) to fit any design treatment. Only those that carry the "Quality-Approved" Seal have been tested by the Pittsburgh Testing Laboratory and approved for quality of materials, construction, strength of sections and minimum air infiltration. That's why it is so important to look for the red Quality Seal when you order or specify.

For copy of our 1954 window specifications book and names of approved manufacturers, see Sweet's (16a/ALU) or write today. Address Dept. NS-2.

Aluminum Window Manufacturers Association

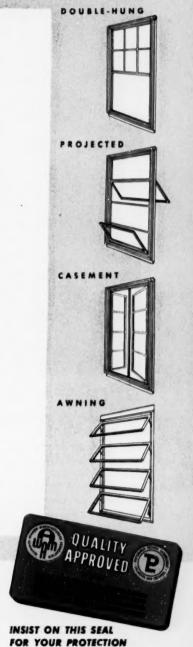
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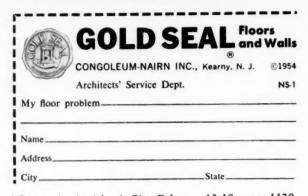






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See Congoleum-Nairn's exhibit at the School Administrators' Convention in Atlantic City, February 13-18, space 1120.

Looking Forward

A Professional Tragedy

R ACIAL prejudice against the Negro teacher is a social issue that no Supreme Court decision can resolve. It's more than a social issue; it's a professional tragedy. The desperate need for more teachers in our public schools grows more serious by the hour; yet there is no shortage of Negro teachers.

Teaching and the ministry attract the very best intellects and abilities of the Negro race—for the reason that these two occupations offer the Negro the greatest degree of social acceptance for his professional services. Here is a great human resource—the abundant supply of well trained and professionally competent Negro teachers—that is denied the opportunity to serve this country at a time of great need, the need for teachers in the primary and elementary grades.

This paradox also holds true for medicine and nursing, where the need for more trained personnel is great but racial taboos are even more restrictive than in public education. But it is principally in teaching that the *supply* of trained Negro personnel is so abundantly available.

The saddest part of this story is the widespread prediction that the elimination of segregation for Negro school children will have the immediate effect of further restricting the employment of Negro teachers. There will be more mixed groups in school enrollments, creating more situations where the employment of a Negro teacher will be objectionable to the parents of white children.

What is the hope, if any? New legislation and editorial exhortation can't erase racial attitudes. The hope is that the Negro teacher will be given more opportunities to demonstrate his abilities to teach well and more opportunities to discover whether he can win the respect and confidence of his fellow white teachers and eventually be accepted by the community as a worthy member of its teaching personnel.

Basis for Lasting Peace

PUBLIC education rather than tremendous military power is the basis of policy for lasting peace, said Gen. George C. Marshall in his Nobel Peace Prize oration at Oslo, Norway.

"For the moment," said the soldier and statesman, "the maintenance of peace in the present hazardous world situation does depend in very large measure on military power, together with allied cohesion. But the maintenance of large armies for an indefinite period is not a practical or a promising basis for policy."

General Marshall reminded his world audience that he spoke as a soldier who knows the horrors and tragedies of war and that he is deeply concerned to find some practical method of avoiding war.

"The present highly dangerous situation is a very special one which naturally dominates our thinking on the subject of peace. But," he warned, "it should not be made the principal basis for our reasoning toward the manner of securing a condition of long continued peace."

Decribing three great essentials to peace, the general said that, above all, "there must be wisdom and the will to act on that wisdom." He placed the rôle of the school first among sources of such wisdom "because wisdom in action in our Western democracies rests squarely upon public understanding.

"I have long believed that our schools have a key rôle to play," he continued. "Peace could, I believe, be advanced through careful study of all the factors that have marked the breakdown of peace in the past. As an initial procedure, our schools—at least our colleges, but preferably our senior high schools, as we call them—should have courses which not merely instruct our budding citizens in the historical sequence of events of the past but which treat with almost scientific accuracy the circumstances that have marked the breakdown of peace and have led to the disruption of life and the horrors of war.

"Our students must first seek to understand the conditions, as far as possible without national prejudices, which have led to past tragedies," he declared. "They should strive to determine the great fundamentals which must govern a peaceful progression toward a constantly higher level of civilization.

"We are told that we live in a highly scientific age. Now, the progress of science depends on facts and not on fancies or prejudice. Maybe in this age we can find a way of facing the facts and discounting the distorted records of the past.

"I am certain that a solution of the general problem of peace must rest on broad and basic understanding on the part of free peoples. Great single endeavors like a League of Nations, a United Nations, and undertakings of that character are of great importance and in fact absolutely necessary, but they must be treated as steps toward the desired end.

"We must depend in large measure on the impartiality of those who teach. Their approach must be on a scientific basis in order to present the true facts. The scientists, no matter of what nationality, make a common approach to their problems."

The proper kind of education plays an important rôle in the other two great requisites that General Marshall said were essential to peace, namely, a change in national attitudes toward other peoples and proof by our actions that democracy is a better way of life. In all three of these essentials the Nobel prize winner looks to education rather than to the perpetual might of military power.

Can the words of this great soldier move this nation and other peace seeking countries to save ourselves from the eternal damnation of war? Will we put as much faith in wisdom as we do in military strength?

It frequently is reported that this nation spent \$42 billion in 1953 for national defense. Even the most generous estimates do not indicate that we spent even one-fifth as much for all of our public school programs and services. The defense of this nation is of federal concern, yet the federal budget for actual grants-in-aid to public education is almost infinitesimal.

When we are ready to invest in public education with the same devotion and sacrifice that we expend for war, General Marshall's plan for obtaining lasting peace will be more than just a Nobel Peace Prize oration.

School Business Moves Ahead

SOMETHING more than just another convention was planned when officers of the Association of School Business Officials of the United States and Canada met in Los Angeles at the beginning of this year to arrange for their annual meeting there in October.

Unmistakably evident at that board meeting was a unity of purpose and a plan of action that presage a new phase of growth for that organization. Decision to enlarge the organization's headquarters and its staff were preliminary steps to an expanded program of research, field service, and professional training.

This international group demonstrates how a zeal for service rises above organizational differences. Its members come from states and nations having diverse and sometimes conflicting theories as to lines of control for school administration. These differences of opinion they accept and respect without permitting such points of view to dim their determination to serve public education to the best of their ability.

Thus a group of sincere public servants finds a basis for effective cooperation in their mutual desire to give conscientious service.

Learning Gets a Short Circuit

CAN you remember as far back as 20 years ago when the radio industry was predicting that educational use of radio was going to solve many of the problems of schools? It was going to improve the quality of instruction and cut down the need for teachers.

There were nationwide broadcasts in the nature of "Schools of the Air" programs. State education depart-

ments added radio divisions. Colleges and universities broadcast daily programs.

What happened to all this? Why didn't the use of radio programs revolutionize the curriculum and classroom procedures?

Could it be that the timing and scheduling of radio programs made them impractical? Is it possible, too, that "canned" instruction is no substitute for the kind of learning that results from pupil-teacher planning and group activity in a modern classroom?

The boom and bust of education by radio should make us a bit skeptical now about predictions for television, especially as it might be used in the elementary classroom.

On the adult level, TV has many potentialities for effective teaching. But in the public school, the cost of closed circuits for television can more effectively be invested at the *present time* in building cheerful, flexible classrooms where children can be free to learn or in hiring teachers for overcrowded classrooms.

Can Society Keep Pace?

EDITORIALS commenting on the 50th anniversary of powered flight offered some fascinating speculations on the future of aviation. Almost universally, scientific writers emphasized that the next great developments in man's ability to fly are being determined in the classroom and the laboratory.

During that first 50 years man increased the rate of flight from less than the speed of a bicycle to more than 1600 miles per hour. That first flight of the Wright brothers lasted 12 seconds and covered 120 feet. Its distance was less than the wingspan of a modern plane. Today jet planes can cross the continent in approximately four hours.

All of these planes were made with basic materials that civilization already possessed. Now, scientists tell us, we are reaching the limits both in speed and in size of planes built of the commonly known materials. But we know that new materials will be developed, new electrical devices will be perfected, and other inventions will increase and expand air transportation until this world itself becomes a community of neighborhoods.

The question is: Can modern civilization get ready fast enough for the technical and social changes already upon us as aviation enters its second half century?

Ten to One

THE next time some rabid critic begins blaming public schools for all the shortcomings of youth, you might remind him that children are in school about one-tenth of the time. There are 8760 hours in a year, and the average number of classroom hours in a school year varies from 850 to 950.

What happens to the school child during those nine out of 10 hours he is not in school is "education" too.





Iranian villagers see American Point Four film.

OLIVER J. CALDWELL

Assistant Commissioner for International Education, Office of Education

E DUCATORS now have an opportunity to help fulfill important phases of our national foreign policy. There was a time when diplomacy was reserved for professionals, but during the past decade a new type of peopleto-people diplomacy has become increasingly important.

Thousands of persons from overseas have been brought to this country under a variety of government programs, and thousands of Americans have gone overseas on many kinds of missions for this government or at the invitation of other governments. Visitors from overseas have been in every state and in thousands of communities. Many of the participants are professional educators. The programs in general depend heavily for their success on the technics, institutions and

personnel of our national educational establishments.

According to the report of the Hickenlooper subcommittee of the Senate foreign relations committee* it appears that at least 20,000 foreign and American students, teachers, pro-

fessors, specialists and technicians of various kinds took part in eight federal programs in 1952-53. How many foreign individuals received training overseas under American auspices is not known, but certainly the number was large. All of these activities, what-

These British exchange teachers, now in U.S. schools, arrived in New York August 11.



*The Hickenlooper subcommittee has made a thorough study of the overseas information programs of the government. A number of excellent reports published by this group contain probably the most complete review and appraisal yet made of our federal international educational exchanges. The statistics quoted in this article are taken from these reports.

Vol. 53, No. 2, February 1954



Lucy Adams, Point Four regional director at Isfahan, Iran, visits the new school at Dastgerd, which was constructed with Point Four help. At the playground gate she hears the recitation of a pupil. With her are Mehdi Anwary (left), school principal, and Mohammad Fayaz, veteran instructor.

ever their immediate objectives, must rely heavily on American educators and educational institutions for support to be successful.

The mere bringing of persons to this country, and the sending of Americans overseas, is not an end in itself but a means of achieving an end. For example, a foreign visitor in this country has not really seen America until he has visited our homes as well as our institutions. It is the interest, hospitality and enthusiasm of Americans of every kind, in all the 48 states, that have made these programs so important a factor in improving our relations with friendly persons around the world.

PECULIAR URGENCY

The purpose of these programs is the creation of a world order based on understanding and good will. Perhaps no other kind of world will be able long to survive. Thus there is a peculiar urgency in these activities which American education is being asked to endorse, to support, and to maintain.

Of course, many means are being employed to create a peaceful world order. The international educational exchange of persons is only one of these means, but it certainly is one of the more important, and it has been growing rapidly in significance.

There are two chief objectives for

the programs now in operation. One aim is the creation of understanding and good will by making it possible for people to become better acquainted with one another. Another is to impart to the people in areas less fortunate than our country the know-how which will enable them to help themselves to a better way of life. Both objectives must be achieved if we are to win our way to a better world.

The United States was a late starter in the use of exchange of persons as an instrument of diplomacy. Other countries had been doing it for a long time. We began our current federal programs in 1938 in order to assure our friends in Latin-America of our desire to cooperate with them for peaceful purposes. Thus the Act for Cooperation With Other American Republics was passed by the Congress, which also approved the Buenos Aires Convention. These acts authorized. among other things, an interchange of students and teachers and scholars among the various members of the American republics.

Long before this, private American organizations and individuals had pioneered in this field. They had created many educational institutions overseas, such as the American University of Beirut, which is one of our greatest national assets in the Near East. Also, foreign governments had

sent many groups of their people to this country for special training. The remission of the Boxer indemnity, an act which in many ways was the father of the programs which began in 1938, enabled hundreds of young Chinese to receive an American education.

As Wendell Willkie reported after he had traveled around the world: "The efforts of charitable organizations and American individuals and foundations had created a reservoir of good will for the United States which was one of our greatest international assets." Thus the present federal programs involving international exchange of peoples for purposes which are broadly educational are an outgrowth of more than a century of private American enterprise. These federal activities do not replace but rather supplement such private activities.

The Fulbright act authorized the first big postwar program. It was sponsored originally by Sen. J. William Fulbright of Arkansas, who developed the idea that it would be to the interest of everyone concerned if a device were worked out for transforming some of the rusting and unneeded instruments of warfare, then scattered around the world, into financial support for students, teachers, scholars and lecturers.

Under the terms of this act, foreign governments that needed some of our surplus war materials but did not have dollars to pay for them could buy on credit certain restricted amounts of materials, with the understanding that they would pay the United States government in their own currency the equivalent of an agreed upon dollar value for the goods in question. The balance thus established to the credit of the United States government, provided it did not exceed the equivalent of \$20,000,000 in any one country and was spent at a rate not exceeding \$1,000,000 a year, could be used for the interchange of educational and professional personnel and for other educational purposes. At the present time 26 countries have signed executive agreements authorized by this act, and the Fulbright program has become a household word in many parts of the world.

This was followed by the Smith-Mundt act, officially known as the United States International Information and Educational Exchange Act of 1948, which authorized, among other things, the use of international educational activities to create better under-

standing abroad for the policies of the United States and for the American people. In practice, in countries where there is a Fulbright program, the Smith-Mundt dollars available for international educational exchanges are used, insofar as it is possible and desirable, in conjunction with Fulbright grants in order to make it possible to have real two-way exchanges. This is necessary because the Fulbright foreign currencies cannot be expended within the United States. Thus the foreign students, teachers and lecturers who receive travel grants under the Fulbright program need supplementary dollar funds for use in this country. Also, Americans going overseas need a small dollar income to make it possible for them to pay taxes, keep up payments on their annuities, and take care of other personal expenses.

The Smith-Mundt act also made possible the exchange of leaders and specialists not authorized by the Fulbright act, in addition to numerous international informational activities not directly connected with education.

After World War I the people of the new republic of Finland were for a while in serious economic difficulties. We lent this new government about \$8,000,000, which it used primarily to buy food. In spite of wars, economic depressions, and limited re-

sources, the government of Finland did not repudiate this debt. By 1949 it had repaid an amount in excess of the original loan but still owed more than it originally had borrowed in principal and accumulated interest. Congress in that year adopted a joint resolution, sponsored by Sen. H. Alexander Smith, with the following preamble.

CHINESE STUDENTS FINANCED

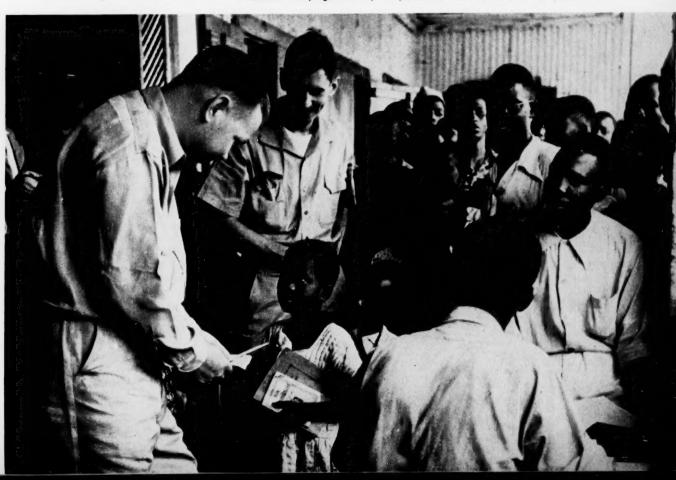
"To provide that any future payments by the republic of Finland on the principal or interest of its debt of the first World War to the United States shall be used to provide educational and technical instruction and training in the United States for citizens of Finland and American books and technical equipment for institutions of higher education in Finland, and to provide opportunities for American citizens to carry out academic and scientific enterprises in Finland."

When the Communists first took over China, more than 3000 Chinese students were stranded in this country. A few of them went home, but most of them were anti-Communists and became, in fact if not in law, stateless persons. To help these students reach approved academic objectives, the administrators of the Marshall Plan made available the sum of \$500,000 to the Department of State to assist the more urgent cases. This money was expended quickly. Then an act of Congress allocated \$6,000,000 in funds for this purpose. An additional \$4,000,000 was made available the next year by congressional authorization.

As a result of these appropriations, several thousand Chinese have been enabled to finish approved courses of study and to prepare themselves to make a living prior to the time when they will be able to return home. After the start of the disorder in Korea, stranded Korean students were permitted, by congressional authorization, to share in these funds on the same basis as the Chinese. However, the number of Koreans involved is small.

The India Emergency Food Aid Act of 1951 authorized a loan of \$190,-000,000 to India to enable that country to buy from the United States grain to feed the victims of a famine. A clause in this act provides that \$1,-

Dr. Thomas A. Burch is directing Point Four research into molaria cures for Liberian children. Here children receive a pyrimidine derivative drug at the government school in Kakata. The program is a joint operation of the Liberian and U.S. governments.



000,000 in interest payments in each of five years shall be set aside for educational and related purposes in India. It is hard to conceive of a more productive way to use this money.

EDUCATIONAL EXCHANGES

American army authorities in Japan, Austria and Germany after World War II displayed both statesmanship and humanity by making available to the schools in occupied territories large resources in personnel and material. Many thousands of former enemies were sent to the United States for study, observation and training, and many American educators were recruited by the army to help their professional colleagues overseas. That these programs have been successful is attested by the enthusiastic support they have received among the people they were designed to serve. The German Parliament in Bonn adopted a remarkable resolution in 1952 praising educational exchanges between the United States and Germany.

During the transition from the "occupied" status to a peace-time relationship the administration of these programs was transferred from the army to the Department of State. With the

signing of Fulbright agreements by the three former enemy countries, educational exchanges have been established on a truly reciprocal bi-national basis.

These programs, under both army and State Department control, have been a remarkable contribution to better understanding between former enemies.

All of the foregoing programs are administered by the International Educational Exchange Service, which is part of the Department of State. The I.E.S., as it is called, has complete responsibility for budgeting, programming, evaluating and generally administering a number of international exchange of persons programs. However, responsibility for specific operations is generally delegated to other agencies, both federal and private, including among others the Institute of International Education, the Conference Board of Associated Research Councils, and the U.S. Office of Educa-

The provisions of the Smith-Mundt act are regarded as a basic charter, and, in general, programs authorized by subsequent legislation follow the pattern laid down by that act. In the 1952 fiscal year 9052 persons, both

foreigners and American, took part in the programs of the International Educational Exchange Service.

PROGRAMS OF THE ARMY

The army is bringing to this country people from overseas for training for defense purposes. "At the present time more than 4000 foreign nationals are receiving training in the United States under the Mutual Defense Assistance Program. In addition, more than 13,000 have completed training at installations in the United States and more than 5000 at United States installations overseas," according to a report submitted by the Department of the Army to the Hickenlooper subcommittee of the Senate foreign relations committee. Since it turned the major part of the occupied areas program over to the Department of State, the only entirely civilian program the army is still operating is that pertaining to Okinawa.

F.O.A. UNITES TWO GROUPS

When the Foreign Operations Administration was created, it brought together two different organizations, both of which had been active in international education. The Mutual Security Agency was an outgrowth of the Economic Cooperation Administration. Under both titles it brought thousands of people to the United States and sent hundreds of Americans overseas to carry out various educational and technical enterprises. These activities, together with those known as the Point Four program under the Technical Cooperation Administration, had their genesis in the program of the Interdepartmental Committee for Scientific and Cultural Cooperation, originally set up to implement the Act for Cooperation With the American Republics.

In the fiscal year 1952, the Mutual Security Agency brought to the United States 5312 people for training in connection with work-student programs, productivity teams, and other technical and educational enterprises. These activities, of course, were backstopped by a large number of American experts situated in the countries from which our foreign visitors came.

The Point Four Technical Assistance Program is basically a program of education. It involves work in such diverse fields as agricultural improvement, teacher training, vocational education, fundamental education, public health activities, and a number of other re-

Hermann Schmidt, one of a group of German teachers at George Peabody College for Teachers, Nashville, Tenn., visits with children at Negro school at Mound Bayou, Miss.



The NATION'S SCHOOLS



C. Kenneth Vestal, Point Four meteorologist, and William Phillips, his librarian assistant, demonstrate the operation of a high-low thermometer in the newly erected weather station at Cocopa, Liberia. They are working with Liberian officials and citizens to compile accurate data about the weather and to improve the prediction facilities in the area.

lated areas. In other words, it involves many of the functional skills available in major American universities or public educational systems. During fiscal 1952 some 1112 foreign visitors were trained in the United States under this program. Approximately a thousand Americans were then serving overseas in various technical capacities. Large training programs are in operation in many countries; in Iran alone about 4000 teachers received training under Point Four auspices in the summer of 1953.

These are the principal federal programs in the area of international education. There are also large educational and technical assistance programs being carried out by various United Nations agencies such as the World Health Organization, Food and Agriculture Organization, International Labor Organization, and UNESCO.

Quoting from page 168 of the first of the Hickenlooper subcommittee reports: "There are eight federal agencies taking primary responsibility for the operation of various types of exchange-of-persons programs involving the award of grants from appropriated funds to foreigners to come to the United States and/or to Americans to go abroad for study, training or research."

There are also 12 federal agencies that "take a secondary responsibility on a paid basis for handling foreign grantees." Two agencies, "State and Defense, have both a primary and secondary responsibility."

How much these programs cost is difficult to say. The Point Four program under T.C.A., involving technical assistance activities that can be reasonably described as educational, involved an appropriation of \$140,000,

000 in the fiscal year 1952. The various Department of State programs involved in that year total appropriations of \$23,426,804, including foreign currencies under the Fulbright act and special dollar accounts. How much was spent by the army, by M.S.A., and by other agencies in similar operations is not clear.

Whatever the investment, it has been more than justified by the results. The reports of the Hickenlooper subcommittee indicate that these programs are an important and generally successful instrument in the implementation of our foreign policy. This success reflects credit upon the people who have participated in these activities, both in the government and in private life.

Some Proposals for Better Financing of Schoolhouse Construction

ARVID J. BURKE

Director of Studies, New York State Teachers Association

HIGH degree of local responsibility for school building planning and the necessary financial planning does not imply that responsibility for school building finance is wholly local. School districts are state agencies of local jurisdiction created to discharge the state's responsibility for public education. Any powers that a school district possesses in relation to school buildings or taxation are derived from or delegated by the state. It frequently happens that inability to finance needed construction arises from unduly restrictive tax and debt limits imposed by the state or inadequate taxing powers granted to local school units. In such instances the state unit is responsible for liberalizing the borrowing or taxing power of the local school units or providing adequate state financial support in the form of general aid for school buildings as well as for school operations or providing an adequate combination of the two methods.

State responsibilities that cannot be delegated. The state has certain financial responsibilities for school buildings that cannot be delegated to localities. These relate to poor districts, recently reorganized districts, rapidly growing districts, and districts with emergency school building requirements.

No matter what borrowing or taxing powers are granted to school districts, most states will have some-local units that simply lack economic resources or taxpaying capacity sufficient to provide a defensible level of education, including a defensible standard of school buildings. The

state has not discharged its responsibility for education when it delegates responsibility for education and school buildings to such units. They simply cannot provide the type of education which is in the interest of the state and the nation without equalization aid. That is, the state must promote district reorganization and supplement monies raised by a reasonable local tax effort in order to provide a foundation level of education and the school buildings essential to provide that program. In short, equalization aid should be based upon total expenditures for an educational program rather than upon current expenditures alone, as is generally the case.

The state is responsible for providing a local school district structure that will enable the people to exercise local responsibility in education and school building. If small, unsatisfactory districts exist, they exist because of state action or inaction. The least a state can do in promoting the creation of satisfactory school districts is to equalize the burden of rehousing pupils from small, inefficient units where this is educationally desirable.

Newly reorganized districts, rapidly growing districts, and districts with emergency school building requirements resulting from fire, explosion or storm frequently have to provide within a short period of time school buildings that normally would have been provided over a 50 to 75 year cycle. Unless such districts are unusually wealthy, such rapid building, quite aside from increased current expenditures, may place an undue burden upon present taxpayers or upon a single generation of taxpayers where

borrowing is involved. The state has a responsibility for providing special aid or advances to enable such districts to meet their school construction problems without undue local taxes.

State and local relationships in school building finance. State financial provisions for school buildings have not kept pace with central controls over school buildings. Controls have been imposed without consideration of their impact upon local finance, and state financial responsibility usually followed control rather than preceded it. In many states the financial responsibilities implied in central controls have not yet been recognized.

The worst feature of state and local relationships in school building finance is that, while central controls upon school buildings were being extended after 1900, states also were imposing or tightening restrictions upon local borrowing and taxing power for school building construction. Almost all states have restricted local borrowing powers for school buildings. Most debt limits are expressed as a percentage of assessed valuation, usually between 5 and 10 per cent and ranging up to 20 per cent or more.

The length of a bond issue also is restricted in about three-fourths of the states. More than half of these have a maximum period of 20 years; some allow 25 to 30 years, and only a few extend the period beyond 30 years.

Debt limits based upon assessed valuations, unless the percentages are realistic, can become unduly restrictive. Not many assessment districts assess property on a 100 per cent basis, and assessments tend to lag in periods

Equalization aid should be based upon the districts' total expenditures, including housing and operations costs.



of rising prices and values. Restrictions upon the creation of reserve funds for school buildings and property tax limits often make it difficult to finance school buildings without borrowing or with a minimum of borrowing. To accompany these restrictions with voting requirements that enable minorities to block bond issues prevents many localities that are able from financing their own school building requirements.

The difficulties in some states are further aggravated by required state approval of bond issues or financing plans for school construction. More than a third of the states require such approval, often by an agency not directly responsible for education, such as a state tax commission, a land board, a budget office, or an auditing agency.

The purpose of central controls over local borrowing is to prevent one generation from solving its problems by passing on to future generations the bulk of the burden of finance. Unfortunately most of the restrictions go beyond this concept and represent an attempt either to curtail local finance or to protect the interests of vocal or strong taxpayer groups. Fortunately, more states are recognizing the fact that their controls upon local school building finance are preventing localities from financing their legitimate school building needs and increasing the need for state bond issues and state aid for school buildings. In recent years an increasing number of states have liberalized restrictions on local borrowing for school buildings.

The effects of the present pattern of state and local relationships are to

force school governments to finance school buildings through borrowing and central finance. Prohibitions against reserve funds prevent pay-asyou-go programs. Rigid property tax limits and lack of nonproperty taxing powers make reserve funds impractical and prevent payments for buildings out of current revenues.

Methods of local school bulding finance. Local government has four choices in the financing of school buildings—payments out of current revenues, accumulation of reserves, borrowing or a combination of all three. The proper choice will vary according to local conditions and economic trends.* For example:

1. A relatively poor community small enough to require a new school building only once in a generation or longer probably might issue bonds for the longest permissable period and build a reserve fund when there was no debt service or when debt service was at a low level.

2. Another locality of this type with greater economic ability might pay part of the cost out of current revenues, part from a reserve fund that is being accumulated every year, and the remainder by borrowing with a shorter maturity schedule.

3. A small city with a school building program that can be spaced at intervals of five or 10 years and limited resources might use short-term bonds. If it had greater resources it might use these in combination with a reserve fund and current revenues.

*See New York State Commission on School Buildings: Paying for School Con4. A large city with a continuous school building program should be using current revenues in combination with reserve funds or capital notes issued for not more than three years.

Money paid in interest does not provide school buildings and takes money that might be needed for current operations. Its payment can be justified only in terms of fiscal necessity or a long-run economic outlook for inflation where debts can be repaid with devalued dollars.

Limitations of school building authorities. Some states have attempted to get around the restrictions placed upon local financing of school buildings by creating state or local school building authorities which rent facilities to local operating units. Among the states that have such authorities are Georgia, Indiana, Maine and Pennsylvania.

The creation of separate authorities has many objectionable features. It removes responsibility from regularly constituted governmental units and involves dual control of school property. It weakens the control of school districts over the type of plant required to meet educational needs. Unless the authorities can establish a sound credit status, it can increase the cost of buildings.

Strengthening local ability to finance school facilities. In formulating and evaluating state legislation affecting local school building finance the objectives should be to free local resources and to enable localities to make the best choice of methods of

finance. The following generalizations should be carefully weighed:

 Authorizing and providing safeguards for local school building reserve funds reduce the need for longterm borrowing for schools.

Tax and debt limits should be based upon full valuation determined by state ratios of assessed valuation to full valuation or some other measure of economic ability to pay taxes.

 School districts ordinarily should be free to borrow up to at least 10 per cent of full valuation for school buildings with a majority vote and no state approval.

 Beyond that point it may be justifiable to require more than a majority vote and approval of a state agency to ascertain economic ability to pay, the burden of overlapping debt and taxation, the exercise of utmost economy, and prudent finance policy.

5. Requirements relative to maximum periods for bond issues and provisions for amortizing debt should require the present generation to bear a reasonable share of debt, not permit debt beyond the probable usefulness of the building, reduce interest cost and yet permit flexibility enough to adjust to differences in fiscal abilities and in need for capital outlays. Many school districts do not need to build more than once in a generation. Serial bonds for a 20 to 30 year period for buildings that will last that long are defensible for such districts.

6. The creation of larger units for local school taxation broadens the tax base, improves the credit status of the locality, makes it possible to issue bonds for shorter periods, makes possible better utilization of buildings and so reduces the cost of school building finance.

7. States should make provision for continuous studies of the fiscal ability of localities, the burden of overlapping debt of the various local units of government, and overlapping taxes. Such information should be made available to localities in financial planning and to state agencies in approving debts that might be beyond safe limits.

8. State agencies should provide technical assistance to localities in financial planning and financing school buildings, such as handbooks on various methods of finance and economies in finance and consultation.

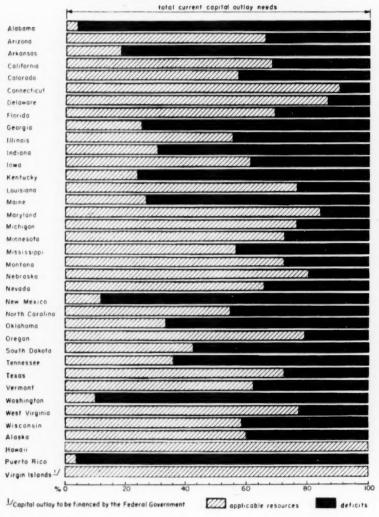
State responsibility for school building finance. A state that has done everything possible to strengthen local financing of school buildings still cannot escape a certain amount of responsibility for providing financial assistance for school construction. Regardless of taxing powers, borrowing powers, improved management, and the creation of larger units for taxation, some local units will not have sufficient resources to comply with state minimum requirements or to provide a defensible standard of school buildings without state financial assistance.

Before the last war not many states had made provisions for financing school buildings—only about a fourth of them. At the present time about half the states have taken steps to aid in the financing of buildings.

Most state plans for financing capital outlays may be classified as emergency measures, measures designed to assist distressed districts, or measures designed to stimulate district reorganization. Some programs are limited to what can be financed with a fixed state bond issue or appropriation. Some are loans to school districts. Some are on a year-to-year basis. Those few that are continuing and not limited to certain districts, with an open end appropriation (e.g., Florida and Maryland), generally are inadequate in amount. The technics of apportionment generally are crude.

A serious study of the obligations of the state in the direct financing of school buildings leads to the follow-

Current Capital Outlay Needs, Applicable Resources, and Deficits -- By State



FEDERAL SECURITY AGENCY --- OFFICE OF EDUCATION --- SCHOOL HOUSING SECTION

ing conclusions that should be considered in formulating or adopting state policy:

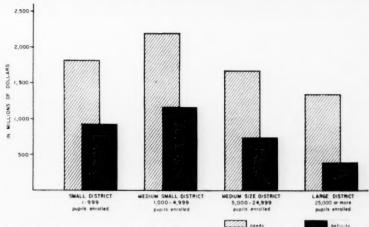
A state that has a school finance program that guarantees an inadequate level of support for current operations in its poorest local operating units cannot discharge its responsibility or solve school building problems by adding inadequate allowances for capital outlays. School districts would be better able to finance school buildings from local resources if the allowances for current operations in the state aid formula were adequate.

A state that requires a high local contribution in order for the schools to receive either inadequate or adequate support for current operations cannot fulfill its obligations or solve its school building problems by adding inadequate state aid for school buildings. School districts would be better able to finance them if the state did not require as much local tax effort to support the basic program that is the interest of the state.

The state, therefore, should make provisions for the financing of a defensible level of current operations and a defensible standard of school buildings in all school districts with a reasonable local effort. A practical but crude approach is to base the level of support for the basic or foundation program for each pupil upon total expenditures rather than current expenditures. A more scientific and defensible approach is to establish separate foundation programs for current operations and for school buildings for each pupil to be jointly supported by the state and its localities. Since the cost of buildings depends upon when the buildings are constructed, all districts do not have approximately the same costs for the same standard building even when geographic differences in costs are corrected. Costs of buildings do not necessarily follow the same trends as current costs.

A proposed method of direct state finance for school buildings. No state has yet developed a program of state school building finance that would satisfy the criteria implied in the foregoing conclusions and that also would meet the urgent needs of localities that must erect in a relatively short period of time school buildings which normally would be financed in two or three generations (the newly reorganized districts, the rapidly grow-

Current Capital Outlay Needs and Deficits by Size of School Districts



Data from 37states enrolling 16,772,467 pupils

FEDERAL SECURITY AGENCY - OFFICE OF EDUCATION - SCHOOL HOUSING SECTION

ing districts, and the districts with emergency building requirements).

A satisfactory plan would involve at least the following steps:

1. Determination of the state share. The state share of the cost of a foundation program standard new building could be determined at the time the building is built according to a school building cost index and an index of local ability to pay. This amount should be paid outright at the time of construction.

2. Treatment of buildings already built. The state share of the cost of buildings already built would be determined in the same manner by determining the cost of the foundation standard building as of the date of construction with a cost index and an index of ability to pay. This amount would be payable in annual installments during the remainder of the length of period for payment fixed for the type of construction. Of course, no annual installment would be allowed for a building for which an outright grant already was made under Step 1.

3. Disposition of idle funds. Where the computed annual debt service paid annually for the state share of the cost of buildings already built is less than the installments due under Step 2, the excess funds would have to be placed in a local or state school building reserve fund. A district should not be permitted to use them for current operations.

4. Source of funds. Such a program would require a bond issue, an appropriation, or a combination of the two to finance the initial demands for

funds. Thereafter it would require an annual appropriation for debt service and grants. If demands in any year became abnormal, further bond issues might become necessary.

If idle funds accruing to local units are placed in a state reserve fund rather than in local reserve funds, the necessity of borrowing will be reduced. Credits to districts not requiring funds at the time could be advanced to districts that need them. Thus a state reserve fund would be like a bank.

5. Conditions for grants. State school building aid should be conditional upon the attainment of satisfactory district reorganization where this is necessary. Localities, however, should be free to provide better facilities than those that can be provided under foundation program standards.

The chief advantage of this plan over the generally accepted plan of annual foundation program grants for buildings of so much a pupil or so much a classroom unit is that it enables rapidly growing districts, newly reorganized districts, and districts with emergency school building requirements to solve their school building problems without excessive local tax burdens. The conventional plan is good only in districts with a continuous school building program.

Considerable research and experimentation will be required to develop sound and practical technics for apportioning funds for school buildings according to such a plan. Nevertheless, few states, if any, are utilizing to the full extent possible the technics already developed.

This Is Where We Came In

Concern for individual differences and other modern educational methods of the Seventeenth Century

CARL B. CONE

Associate Professor of History University of Kentucky

A MID the controversies concerning our schools, amid charges that students are failing to acquire moral and spiritual "values," are not being properly taught even the rudimentary skills of reading, writing, spelling and arithmetic, yet are subjected to vacuous studies, it is comforting to know that our generation is not the first to worry about such matters. Our grandfathers did, and so did theirs, and so did a society of respectable gentlemen in England three and a half centuries ago. The sentiments of these gentlemen, even their expression and terminology, are surprisingly similar to those we hear every day.

Before examining the views of these gentlemen, however, we ought to know the story of the formation of their little society. It is relevant, and it also reveals what manner of men they were who worried about the defects of the schools in England in the time of James I. The story is told in a curious, anonymous little volume published in London in 1764. The tale is so timeless that I want to pass it on.

The book has a characteristically long Eighteenth Century title: "The History of the Robinhood Society in Which the Origin of that Illustrious Body of Men is Traced . . . and Some Original Speeches, as Specimens of their Oratorical Abilities, Are Recorded."

This debating society, which Edmund Burke and Oliver Goldsmith attended, flourished in 1764 near the Inns of Court, where the lawyers and law students gathered, and it was in direct descent from the one founded in 1613. The author of the book found his information in some papers left by his grandfather, and this is the account they contained.

Sir Hugh Myddleton, banker, merchant, member of Parliament, promoter of the company for bringing an enlarged water supply to growing London, and a close friend of Sir Walter Raleigh, was one day talking with William G---- (who will henceforth be called Grandfather). Sir Hugh remarked that men seldom any more engaged in serious discussion in polite companies. Whereupon Grandfather, evidently a man of fertile and inventive mind, suggested forming a society of men "of liberal Education and acquired Accomplishments" to meet regularly and to hold high discourse.

Sir Hugh said he would sleep on it. Soon they met again "over a bottle of red Port," and "while smoaking a Pipe of the new-found Plant, Tobacco" (remember Sir Hugh's friend-

Pipe of the new-found Plant, Tobacco" (remember Sir Hugh's friendship with Sir Walter Raleigh), they carried Grandfather's idea to decision.

A month later, as Grandfather recorded it, they brought together 15 "men of goodlie Parts and discreete and worthie Conduct." That they were. Grandfather was a retired merchant with a fortune of £47,000; in short, he was a millionaire if one allows for the difference in the value of money. Richard Palmer was a physician of sufficient repute to have been called into consultation the year before on the illness of the Prince of Wales (who died, by the way). The other members were every bit as respectable.

The members agreed to call their organization "The Societie for Free and Candid Enquirie," to meet weekly at the members' homes in rotation, and to debate all subjects worthy of serious discussion except religion, which they accepted as being settled by the Articles and Canons of the Church of England, and politics, or "Affaires of State," which properly belonged only to the King and his ministers, they said.

The first debate occurred on Oct. 20, 1613, at Sir Hugh's town house in the Strand. After congratulating one another on the undertaking, the gentlemen drank two glasses of wine apiece, and then Sir Hugh drew out of the suggestion box the topic for discussion and "got into a large Elbow Chair" in order to officiate.

Now of all the topics, apart from religion and politics, that a group of professional and business men would choose to discuss on the solemn occasion of the first meeting of "The Societie for Free and Candid Enquirie," they selected the following:



Citizens committee discusses curriculum, 1613 A.D.





These three Seventeenth Century woodcuts are in the British Museum, London

"Whether the common Methods of educating Youth, in this Nation, are not very defective, both with respecte to Morals, and a Knowledge of the English Tongue?"

Those were the exact words of the topic, for Grandfather wrote them down on the spot, and the unknown author, writing in 1764, copied them from Grandfather's manuscript.

The members, as they spoke, voiced many "learned and ingenious" arguments, but Benjamin Jervis' speech summed them all up, so Grandfather recorded it in full. The author of "The History of the Robinhood Society" reproduced this speech because Mr. Jervis' complaints were "so well adapted to the modern [1764] Method of Education."

COMPLAINTS ON EDUCATION

Because Mr. Jervis anticipated so many of the complaints against the "modern [1954] Method of Education," I shall summarize his remarks, using his own words whenever I can.

Mr. Jervis began fittingly by reminding the gentlemen of the pliability of the youthful mind, which he likened unto a piece of wax that readily receives impressions. For this reason, every parent had the duty "to train up his Child to such Learning, as may in time qualify him to be a worthy Member of that Community to which he belongs." And the mind, said Mr. Jervis, that acquires correct principles while young will never lose them.

(In the New York Times for Oct. 14, 1951, John M. Kemper, headmaster of Phillips Academy, was quoted as saying, "The aim of this curriculum is to provide a general, liberal education which will fit a boy for a happy, useful life as an individual and a citizen.")

Mr. Jervis complained first against schoolmasters who failed to consider

"the Difference of Genius in Boys" or the variety of destinies awaiting them. Teachers continued doggedly instructing intended tailors or shoemakers in the same manner and subjects as boys who would become "Divines, Lawyers, Physicians, Gentlemen of Rank."

"ABSOLUTELY AN ENCUMBRANCE"

All boys, of course, should learn the principles of religion, the duties of morality, and a "competent Knowledge of the English Tongue." But all boys did not need to learn "dead Languages," however beneficial they might be in some callings. For they were "of no Value to Men in mean Trades or to low Artisans but absolutely an Incumbrance."

Sometimes boys stuffed with useless learning unsuited to their "Geniuses" or stations in life became "Pests of Society." Had their talents been exerted on proper subjects, such boys would have brought "Honour to their Country, Improvement to their particular Trade, and Profit to themselves and Family."

Instead, many a man "now cuts a despicable Figure as a Poverty-struck Physician, who might have proved an ingenious Painter and have acquired great Fame and Wealth: And many a dull Clergyman now thumps a Cushion, or reads a dull Composition to a drowsy Audience, who might have proved an excellent Cutler."

Mr. Jervis, it is clear, had nothing against higher learning. But, he repeated, if all boys did not need the higher learning, they must acquire the principles of religion and morality and competence in English grammar, writing and spelling.

This is Mr. Jervis' large complaint, which is really a composite of several particulars and is susceptible of considerable refinement. He also had one clear and specific grievance against schoolmasters. Too many of them made an "improper Choice of Books." Indecent books were being placed before students. Surely Greek could be taught without Aristophanes.

Now, concluded our orator, the man who solved these educational problems "would deserve well of Society, and be justly considered as a Friend to Mankind."

And so Mr. Jervis offered one suggestion. In each community a committee of clergymen should examine all aspirants to the teaching profession and issue certificates of competence only to qualified persons. This procedure, besides improving the quality of teachers, would have an economic consequence. It would reduce the number of teachers, and the fewer teachers "the greater would be their Profit."

FURTHER DISCUSSION

The speech was warmly applauded. Whereupon Mr. Jervis, modestly admitting his inability in so short a time to touch upon all aspects of this great problem, suggested further discussion of it in future meetings. Twice more the society did discuss it, under the headings:

"What Kind of Education is the most proper for a Nobleman, a Gentleman, and a Tradesman?"

"What regulations or Improvements are needful to be made, in Order to advance the great Work of Education in this Kingdom?"

I must admit that Mr. Jervis began with certain assumptions about education that do not coincide with ours, but in the words of the unidentified author writing in 1764, "How far aplicable his Observations on the defective System of Education then in Vogue are to the present I leave to the Determination of every learned Reader."

Educating for Citizenship

A.A.S.A. Yearbook for 1954

PAUL T. RANKIN

Assistant Superintendent of Schools, Detroit

EDUCATING FOR AMERICAN CITIZEN-SHIP. Thirty-Second Yearbook of the American Association of School Administrators, N.E.A., 1201 Sixteenth Street, N.W., Washington 6, D.C., 1954. Pp. 615. \$5.

A MERICAN citizenship in 1954! Are there new demands on the good citizen of the American republic today because of the world situation and the changes in our own American society? What values and what ideals are central to American citizenship? What approaches may schools use to ensure citizenship of a high order, of a high enough order so that our country can meet the problems that face it both internally and externally? These are some of the questions the yearbook commission* sought to answer in preparing this yearbook.

The main thesis of the yearbook is that the world situation of our time is such as to call for a citizenry better equipped than ever before with an understanding of our society and the world, with full loyalty to our American ideals, and with the ability and the will to help meet the basic problems that confront us. The world is divided between the Communist nations and the free nations. The purposes, the values, and the methods of the two groups are poles apart. The Communist totalitarian purposes constitute a threat to our way of life that

is real and great. It is imperative that our people understand that threat and strengthen their determination to withstand it on every front. The school has a responsibility for helping every youth to know and appreciate our way of life and to learn how to share in solving problems.

Ideals, the system of values by which men live, are of supreme importance in the life of the individual and the life of the nation. Loyalty to our American democratic ideals is central to good American citizenship. The commission presents its formulation of these ideals in our society:

Worth of Persons. We hold that respect for the dignity and worth of human personality is the basic concept of American democracy.

Freedom of the Individual. We hold that men can be free.

Government of Laws. We hold that freedom under law is the essential condition of a free society.

Capacity for Self-Government. We hold that men have the ability to govern themselves.

Civic Participation. We hold that the individual has a right to participate in decisions affecting himself.

Love of Truth and Appeal to Reason. We hold that men must entertain a love of truth supported by a rational evaluation of the evidence.

An Informed Citizenry. We hold that the citizen must be informed.

Social Responsibility the Counterpart of Freedom. We hold that "the price of freedom is its responsible everyies"

Equal Opportunity. We hold that each individual should have equal opportunity for self-realization.

Brotherhood of Men. We hold that men have the capacity to associate on a fraternal basis.

The Right to Be Different. We hold that men have the right to be different.

The yearbook recognizes that the

citizen is at once a member of a number of communities of increasing size and that he needs to learn to be a good citizen in each. These communities may be represented by a series of concentric circles. The smallest, and the one closest to the child, is the home and family community. The others are, in order, the school community, the neighborhood community, the local (city or area) community, the state community, and the national community.

Beyond these is the world community, our membership in which has been recognized far more in recent years. "The kind of responsibility that the American citizen owes here is of a different sort from the loyalty and duty he owes to the United States and its political subdivisions. It is not citizenship in a mystical world order, but it is an obligation that the American citizen owes to his own republic and to humanity. World crisis has cast the United States in an increasingly important rôle in international affairs; only as individual American citizens are informed and actively concerned for a stable world can American international policies represent true progress toward a world in which their own nation may maintain its integrity, in which justice and freedom shall prevail for all men. This aim for an eventually just and peaceful world is indivisible from the welfare of the United States."

MEETING EMOTIONAL NEEDS

One emphasis may be somewhat of a surprise in a yearbook on citizenship education. It is the attention to meeting the basic emotional needs of children and youth as a prerequisite to effective development of good citizenship. But this is just to say that if one is to be a good citizen he must be a good person first. Accordingly, one chapter is devoted to suggestions as to ways in which teachers can help children become well adjusted persons by helping them to satisfy such basic needs as those for belonging, for affection, for experience with success.

Educating for citizenship is recognized as having four major components. One is knowledge and understanding of man's historical progress toward liberty and justice and of the ways in which that struggle goes forward today. A second is attitudes of loyalty that represent a vital commitment to the ideals of human relationships that have guided our history.

^{*}Members of the yearbook commission are Benjamin C. Willis, superintendent of schools, Chicago, chairman; Newton Edwards, professor of education, University of Chicago; Rayburn J. Fisher, assistant superintendent of schools, Jefferson County, Alama; Will French, professor of education. Teachers College, Columbia University; Paul R. Hanna, professor of education, Stanford University; Lillian Larson, high school teacher, Grand Junction, Colo; Newell D. McCombs, superintendent of schools, Des Moines, Iowa; Paul T. Rankin, assistant superintendent of schools, Detroit; Mary E. Ronk, elementary school principal. Indianapolis. The N.E.A. reasearch division provided editorial consultation and services.

A third is skills in critical thinking and problem solving that will make it possible to work through the civic problems that arise daily. The fourth is continued practice in civic activities in the kinds of services that are required of every citizen who carries his load of responsibility. Four chapters develop these four parts of the program and give many examples of practical procedures which good teachers use to accomplish the purpose.

In the past few years several significant studies have been going forward to discover and devise more effective procedures for teaching citizenship and for evaluating the results. Among them are the civic education project of the Civic Education Foundation, the Detroit Citizenship Education Study, the Kansas Study of Education for Citizenship, and the Citizenship Education Project of Teachers College, Columbia University. The commission had the benefit of the findings and procedures of these studies as it prepared the yearbook.

Throughout the volume it is pointed out that citizenship education is the job of the entire school. True, history and the social studies generally carry large responsibility. Nevertheless, every subject field has a potential contribution which should be realized to the full. Another great contribution is made by student activities and school and community services of all kinds by which children and youth get actual practice in the responsibilities and satisfactions of responsible citizenship.

RETHINKING CITIZENSHIP EDUCATION

No one book of this kind can possibly meet every need of the teachers and supervisors and principals and superintendents who are engaged in the never-ending effort to strengthen their program of citizenship education. For example, though the tremendous importance of books and other instructional materials is recognized, no attempt has been made to propose the particular texts and other materials that would be best for a school to use. But such specifics are not expected-or desired-in our pattern of state and local control. It is believed that the volume can enable school people-and citizens concerned with their schools-to rethink what is involved in the job of citizenship education today and to obtain many practical helps in building a better program.

Amazing Coincidences

JANUARY '53 The Nation's Schools

ONCE UPON A TIME THERE was a school superintendent whose name was Horace Z. Mc-Gillicuddy, and . . . he was considered a queer old dodo by his fellow schoolmasters. . . Eventually death came to Horace. . . . They discovered a manuscript in which he had written down the rules by which he lived and moved and held his job: . . .

"The bigger the mouth, the shutter shalt thou keep it! . . . If thou must needs speak, speak simply and clearly, indulging not in the gobbledegook of government directive or the pedagobble of the doctoral dissertation. Let your yea be yea, your nay be nay. . . .

"Teaching children is not a science but an art like unto planting a garden of growing flowers or knowing when the fish will bite. . . .

"Education cannot be forced, nor can the democratic processes be hurried....

"Thou shalt understand what is a child . . . how he grows and learns and lives and is.

"Thou shalt understand what is democracy. Democracy is not a salute to the flag or the singing of patriotic songs or the study of the dry bones of government, important though these things may be. Rather, it is playing the game, a not letting the other fellow down, a give and take, a living together as friendly neighbors. For only through you may it come to pass that the power and the glory of this precious concept of democracy may not perish."

And, as his fellow schoolmasters gathered to pay their last tribute to Horace Z. McGillicuddy, they pondered his words—for . . . they knew he didn't always keep up with his professional reading. They hewed him a stone. It wasn't a very big stone. . . . But it was put in a sunny place where the flowers bloomed every spring and birds sang all day long.

And on the stone they graved an epitaph: "He was a school teacher," they said, "but he taught children instead of school. He taught children because thus he felt that he was giving his bit of service to the world. . . He felt that teaching children taught himself a little more of God."

> Frederick James Moffitt in Chalk Dust

NOVEMBER '53 The School Executive

AN INTERESTING schoolmaster was Horace Z. McGillicuddy. He was considered a queer old dodo by some, but when he died they hewed him a stone and engraved this epitaph: He was a school teacher but he taught children instead of school.

After death came to Horace, someone discovered a manuscript in which he had written down some of the rules by which he lived and moved and taught.

"The bigger the mouth, the shutter shalt thou keep it," he said. "If thou needs speak, speak simply, friendly, and clearly, not in the 'gobbledegook' of a directive or the 'pedagobble' of a dissertation. Let your yea be yea, your nay be nay, and be sure that you know which and

why you say.

"Teaching children is not a science, but an art like unto planting a garden or growing flowers or knowing when the fish will bite. Education cannot be forced, nor can the democratic processes be hurried. Thou shalt understand what is a child—how he grows and learns and lives and is.

"Democracy is not a salute to the flag or the singing of patriotic songs, or just the study of government, important though these may be. It is a playing a game, a not letting the other fellow down, a give and take, a living together as friendly neighbors. For only through you may this precious concept of democracy be a reality."

Horace Z. McGillicuddy taught children because in so doing he was giving his bit of service toward a better world. He felt that in teaching children he taught himself a little more of God. He had learned that by reaching down and lifting somebody up, the stumbling blocks of doubt are turned into stepping stones to happiness. . . .

CARL C. BYERS Superintendent of Schools Parma, Ohio DECEMBER '53 Am. School Board Journal

AN interesting schoolmaster was Horace Z. Mc-Gillicuddy. He was considered a queer old dodo.

Eventually death came to Horace, and someone discovered a manuscript in which he had written down some of the rules by which he lived and moved and taught. Here are some...:

"The bigger the mouth, the shutter shalt thou keep it. If thou needs speak, speak simply, friendly, and clearly, not in the 'gobbledogook' of a directive or the 'pedagobble' of a dissertation. Let your yea be yea, your nay be nay..."

He added that "teaching children is not a science, but an art like unto planting a garden or growing flowers or knowing when the fish will bite. Education cannot be forced, nor can the democratic processes be hurried.

"Thou shalt understand what is a child—how he grows and learns and lives and is."

"... Democracy is not a salute to the flag or the singing of patriotic songs, or just the study of government, important though these may be. It is a playing a game, a not letting the other fellow down, a give and take, a living together as friendly neighbors. For only through you may this precious concept of democracy be a reality."

They paid their last tribute. They knew Horace didn't always keep up with his professional reading. They hewed him a stone. It wasn't a very big stone. But it was put in a sunny place where the flowers bloomed every spring and the birds sang all day long.

And on the stone they had engraved an epitaph: "He was a school teacher," they said, "but he taught children instead of school." He taught children because in so doing he was giving his bit of service toward a better world. He felt that in teaching children he taught himself a little more of God. . . .

CARL C. BYERS

In a public relations program

FACTS Are Never Enough

W. W. CHARTERS Jr.

Bureau of Educational Research University of Illinois

S CHOOL public relations programs rely heavily upon the dissemination of facts and information through the mass media of communication to affect the way community residents think and feel about their school. Whether staff members view distribution of information simply as a means of supplying citizens with full and correct facts or whether they view it as a means of modifying citizens' opinions and attitudes toward the school, their purpose is to affect people.

Since public relations efforts are intended to influence the behavior, thoughts and feelings of human beings, it should be obvious that there is a close alliance between public relations and those social sciences that seek to understand the social processes by which people influence one another. In recent years, social scientists have made considerable progress in discovering the conditions under which people change their attitudes, the ways in which they respond to advertising, propaganda, information and arguments carried through the mass media, and their reactions to public relations projects similar to those of the schools.

Unfortunately, training for public relations in education, in its concentration upon the administration of programs, rarely introduces students to the fruits of the social psychological investigations. Schoolmen have no familiar sources upon which to draw for an understanding of the dynamics of public opinion, the bases of attitude formation and change, or the social processes of communication—matters that are basic to the public relations tasks they are expected to perform.

Because the dissemination of facts and information plays so large a part

in the public relations programs of many school systems, I shall consider a few of the more important principles that have emerged from social psychological research and that may aid staff members of the school to interpret and understand the problems they face. Needless to say, the principles do not represent an exhaustive coverage of the field nor do they provide public relations officials with formulas or "tricks of the trade" whose faithful application will lead to success; rather, they illustrate in one area the type of knowledge that social science literature may yield to the professional educator who wishes to understand the basic social and psychological forces with which he works.1

Widely disseminated information rarely reaches all persons for whom it is intended. Strictly speaking, this is not a principle at all but a statement of one of the basic problems in public relations. Why is it that widely distributed information seldom reaches everyone to whom it is directed?

The easiest (and often the most inaccurate) answer is that the information is not distributed widely enough. During World War II a pamphlet on war bonds was placed in the mailbox of virtually every family in Baltimore. Interviewers later estimated that more than 80 per cent of the population did not remember seeing the pamphlet; of the few who acknowledged seeing it, one-third had not looked beyond the front cover. Clearly the problem there was not one of inadequate distribu-

In 1948, Springfield, Mo., made a school survey. During the months the survey was in progress the town was deluged with newspaper stories, radio reports, and public meetings in which the survey was discussed. Every publicity stop was pulled, and it seemed that public interest was unusually high. But some months after the survey had been completed, interviewers found:

Fully one-fourth of Springfield citizens had not known about the survey.

Nearly one-half of the citizens knew about the survey but *had not followed* it as it was being conducted.

From 60 to 95 per cent were *unable* to report accurately some of the survey's most publicized conclusions.

Nearly everyone in town had an opportunity to learn about the survey. (In a presurvey interview, only one person in 20 said he had no way of learning what the schools are doing.) It is hard to imagine how the survey results could have been more widely distributed, and yet large numbers of citizens were not reached by the information.

Certainly there are some occasions when information fails to reach its audience because the distribution is not adequate. But one of the most important reasons rests with the public itself: Persons select the kind of information to which they will expose themselves. Just as the child's physical presence in the classroom does not guarantee that he will be reached by the teacher's words, so the availability of information about the school does not guarantee that the citizen will absorb it or even see it. Always to diag-

³The following principles apply to people in general. While there are exceptions to each of them, they are exceptions and not the rule. One of the important tasks of science is to discover more and more comprehensive principles to which there are fewer and fewer exceptions.

nose the problem as the fault of the distribution process may lead the public relations staff to waste time and effort in expanding distribution when the true fault actually lies elsewhere.

What are some alternative diagnoses? Or, to put the question another way, on what basis do people select the information to which they expose themselves?

People tend to expose themselves to information about things in which they are already interested. If a person has no interest in school affairs, if he is bored with survey reports, if he is unconcerned about how his school tax money is spent, he will not voluntarily expose himself to information on these subjects. The news story will remain unread, the radio program will be dialed away, and the pamphlet his child brings to him will be discarded in the wastebasket. Human beings have large numbers of interests which compete with one another for attention, and few persons are able to maintain high levels of interest constantly even in those matters they feel they should be interested in.

School people sometimes forget that educating the young is not always uppermost in the interests of the public. Even parents with children in school cannot be counted on to have an unflagging interest in school problems, as most parent-teacher association officers will testify. In Springfield, parents of school children exhibited about the same level of awareness, interest and knowledge about the school survey as persons without children in school.

Public relations programs must be geared to the existing interests of the audience-not to the interests people should have or to the interests teachers and administrators uncritically assume they have. If the program fails to touch upon broad areas of interest, the information disseminated through the program will reach only those persons already vitally interested in school affairs. Occasionally this is the intended audience. More often it is precisely the uninterested persons whom it is important to reach, particularly if the program is designed to arouse greater interest in the school.

People tend to expose themselves only to information which confirms the attitudes they hold. When a person has a choice (that is, when he is not a member of a "captive audience") he will listen to or read the arguments



A person's attitudes are closely connected to those of individuals important to him. If he abandons certain attitudes, he may also lose friends.

which support his own feelings. The newspaper reader, by and large, will read the papers, the columns, or the editorials with which he agrees and will ignore those which do not confirm his pre-existing attitudes. Persons tend to associate with others with whom they agree; at least, they will generally avoid discussing with their friends subjects on which there is deeply charged disagreement.

This principle is demonstrated dramatically in the report of an elaborate study of political behavior during the 1940 presidential campaign. A number of citizens of an Ohio community were interviewed monthly during the interval between the nominating conventions and the elections concerning their political preferences and activities. Among other things, the investigators discovered that most people who had made up their minds to vote Republican exposed themselves only to Republican publicity and oratory, while the avowed Democrats read and listened only to the Democratic side of the campaign. Rarely did the reverse occur. Campaign publicity reached mainly those who already agreed with

How this principle of human behavior can lead to the failure of a project intended to change attitudes is illustrated in connection with the Treasury Department's sponsorship, during the second world war, of a documentary movie intended to arouse

public interest in participating in civilian war activities, such as donating blood to the Red Cross. Free tickets to the show were distributed widely throughout an eastern city. As one would expect, not everyone who received a pass attended the movie. The sponsors found in a follow-up study that the persons who did attend were very different from the persons who stayed away. Persons who attended the movie already participated in the kinds of civilian activities encouraged by the show to a greater degree than the nonattenders. For example, twice as high a percentage of attenders as nonattenders had given blood to the Red Cross. Persons whose attitudes most "needed" influencing failed to expose themselves to the situation in which they could have been influenced.

When exposed to information and facts which contradict their attitudes, people tend to reinterpret the information rather than to change their attitudes. Occasionally, persons are brought face-to-face with facts which are at variance with their attitudes. Either they must change their attitudes or they must "change" the facts. If attitudes are strongly held, facts are the first to yield.

School administrators undoubtedly can cite instances in which opponents of the school have used to their own advantage the very facts presented by supporters of the school. Contrary to common belief, facts do not "speak for themselves"—they must be interpreted. When interpretations are involved, so are attitudes.

Even when human beings are asked to report simply what the facts are, serious error frequently occurs. Law students are familiar with a long succession of experimental studies which demonstrate the inability of conscientious witnesses to report accurately what they see at the scene of an accident or crime. If strong attitudes are involved, the confusion becomes worse.

WRONG OBSERVATION

Police officers who receive special training in observing facts can be in error, particularly if events occur contrary to the way they expect. In Boston, recently, each officer in a training class was asked to repeat privately to his neighbor an exact description of a picture which had been shown to one of them. As the description was passed by word of mouth around the circle, some curious changes occurred in the description. The picture showed the inside of a crowded bus, including, among other things, a Negro talking to a white man who had a razor in his hand. But the description the last officer in the group received included the "fact" that the razor was in the hand of the Negro! These were trained officers reporting "facts" under unemotional conditions, but the fact yielded to the stereotype of the Negro commonly held by white Americans. This is not an isolated example; similar experiments have reproduced the general principle many times.

If facts disagree with one's attitudes, the facts may be made to yield. One may simply ignore them, fail to remember them, discount their validity, or distort them, or a variety of other unconscious psychological mechanisms which scientists have observed in experiments may come into play. The social scientists now agree that the way people see reality-what people take to be facts-depends upon a complicated mixture of objective reality combined with their wishes, needs and attitudes. If the objective reality is strikingly clear and if the subjective needs are weak, perception will be governed more by reality. But if the situation is unclear and ambiguous or if needs and attitudes are strong, people will unwittingly "see" what they put into it themselves.

Summing up, briefly, I have said that a man's pre-existing interests and

attitudes select the kinds of facts he will expose himself to and "learn." The psychological organism shields itself in a variety of ways from facts and information that might threaten its basic attitudes. By rephrasing these considerations with a different point in mind, I come to the following principle:

Information, alone, rarely changes attitudes. This principle is hard for some people to recognize. Persons who are thoroughly devoted to a worthy cause commonly believe that if those who disagree with them only had access to the same facts and information as they, disagreement would end. At first glance, common observation and even research studies seem to support this belief. It frequently is observed that persons who have the most detailed and accurate information about an issue are the persons who hold favorable attitudes toward the issue. In other words, it is often true that the advocate of a worthy cause has to contend with opponents less well informed than himself and his fellow supporters. But a high correlation between information and attitudes does not imply that accurate information is the cause of favorable attitudes. Studies have shown that, as a rule, just the reverse is the case: A person's high level of information is the result of a preexisting favorable attitude. Individuals rarely wait to form their attitudes until accurate information is available.

HEAVY INVESTMENT

Why is it so difficult for information to change attitudes? Briefly, a person's basic attitudes are centers around which his whole life is organized and which give it meaning and stability. They represent a heavy investment to him, an investment he does not care to lose with exposure to each new fact or item of information. Moreover, a person's attitudes are closely connected to the attitudes of those individuals who are important to him. If a man abandons certain of his attitudes, it may mean the sacrifice of intimate friendships or estrangement and ridicule from persons who play a large part in his life."

I am in danger of overstressing the difficulty of changing attitudes. Attitudes do change—sometimes in a striking fashion. Nevertheless, the power of information and facts to influence attitudes is severely limited.

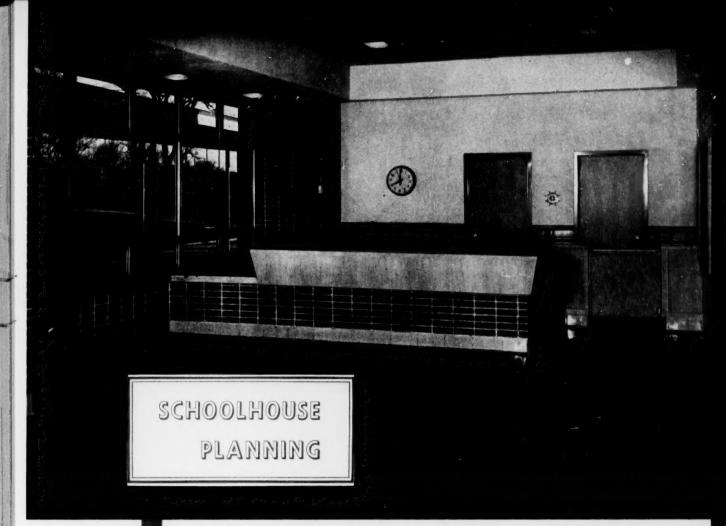
Research has shown that information may be effective in changing attitudes if the forces supporting the attitudes are weak, and information may be effective in *creating* attitudes where no attitudes existed prior to exposure to the information. But if attitudes are strongly supported, facts and information rarely shake them. In short, attitudes change only with changes in the underlying forces which give them support.

PARTICIPATION OF CITIZENS

Dissemination of facts and information is but one problem area of school public relations to which contemporary social science has a contribution to offer. Participation of citizens in the affairs of the school is another. Some current educational writing points to the good results that ensue from broad citizen participation. But recent investigations indicate that participation does not invariably bring friendlier feelings or greater personal involvement. While these investigations are directed toward the underlying psychology of participation, the schoolman who understands the psychological forces has a firm basis upon which he can plan the strategy of public relations. Still another problem of school public relations men is discovering and working with the influential persons and groups in the community. Sociologists have only begun to illuminate the complex processes of power and influence as they exist in the community, but some of their provisional conclusions, again, can give the public relations officer an understanding of the context in which he must carry out his work.

Successful public relations rests upon the ability of staff members to diagnose accurately the reasons the public fails to respond to their efforts in the manner they expect. The understanding of fundamental social forces at work in the human community provided by modern social science is an indispensable basis for the diagnostic task in public relations.

^{*}The demonstration in recent years that attitudes are strongly supported by groups in one of the most significant discoveries in the science of human relations. Besides enabling us to understand better why attitudes are so strongly resistant to change, the discovery provides a key to the puzzle of how attitudes can be changed. If proper technics are used under the proper circumstances, it is easier to change the attitudes of an entire group of persons simultaneously than to change the attitudes of one individual at a time. A number of research studies have confirmed this proposition, but its full import is still being examined by social scientists.



No partition separates the lobby from the principal's outer office in the Eastwood Hills School, Raytown, Mo. The counter is made of red brick, natural finish oak, and yellow vinyl plastic.

TWO SUBURBAN SCHOOLS

Transportation built Missouri structure Economy dictated Washington building

PORTABLE CLASSROOMS

Designed to last for twenty-five years

Transportation Built This Suburban School

Ninety per cent of the enrollment travels to classes daily on 28 buses





THE new Eastwood Hills Elementary School in Raytown, Mo., was planned to meet the needs of a rapidly growing suburban area. Present school enrollment is approximately 3600. Twenty-eight buses carry pupils daily to the town's schools.

At the Eastwood Hills School the kindergarten pupils have their own bus loading zone and so do the first grade pupils. The general bus loading dock is 115 feet long. About 90 per cent of the pupils, or 787 children, are transported.

A federal grant of \$406,200 made possible the construction of this school in a district crowded with many defense workers. Total cost of the building, which serves kindergarten through Grade 6, was \$411,250, or \$12.78 per square foot.

A unique feature of the school is the modern apartment built for a custodian who lives in the building. The apartment, consisting of a living room, bedroom, bathroom and kitchen, was placed on the ground floor. (See plan on page 62.)

Set on a 15 acre site, the one-story building spreads out over a big area. All construction up to and including the first floor is reinforced concrete. The exterior walls are of brick and concrete block masonry. Interior partitions are concrete blocks. The roof is bar joist construction with a 3 inch concrete roof slab.

Classroom walls are tinted plaster; the soft pastel color goes all the way through the plaster so that the walls can be cleaned by buffing. Glazed tile 54 inches high is used for corridor and

The NATION'S SCHOOLS



stairway walls; similar material is used from floor to ceiling in toilet rooms and on window sills.

Asphalt tile is used on the floors of classrooms, special rooms, corridor and lobby; vestibule floors are quarry tile, and terrazzo is used for stairways, landings, and toilet room floors.

In the kindergarten the floor is divided into areas of yellow, green, blue, beige and wine. Birds, ducklings, fish, bunnies, frogs, bucking bronchos, Clarabell the clown, numerals from 1 to 10, and the entire alphabet appear in the tile.

The youngsters do their painting at a long easel shelf along the north wall. Wall cases for storage of materials line the north and east walls.

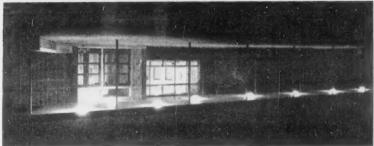
In the alcove to the west are openfaced wardrobe lockers with nameplates, space for caps and gloves, hooks for coats, and a shelf below on which the youngsters may sit while pulling off galoshes.

In the kindergarten's restroom are two toilets, separated by a partition, a layatory, and a mirror.

Ten of the 15 classrooms—those for the younger children—have their own restrooms.

The classrooms are 24 by 40 feet. Each has a work area at the back. Under the sink and counter top, built at the proper height for the youngsters who will use the work area, are storage cabinets and drawers.

The recessed wardrobe area (open to prevent crowding) has a long shelf, 36 hooks, 40 combination hangers chained to a rod, and a shelf on which children sit while they change shoes.



The Eastwood Hills School is in use day and night. Transportation to the suburban school has been facilitated by the provision of bus loading platforms and night lighting.

Green cork bulletin boards (also found in the halls and the lobby) run above and at the ends of the green chalkboards and above the work area and the wardrobe areas.

The outer walls are almost solid glass. Eight windows, 4 by 8 feet, provide 256 square feet of window space for each room. Venetian blinds can be adjusted so that the light is reflected properly from the light ceiling and the pastel walls.

The aluminum sash, which are the projection type, can be tilted to deflect air currents up or down.

Each room has its own thermostat for heat control. Long, slender radiators provide initial heat early in the morning. Once the desired temperature is reached, these radiators switch off for the day, and the enclosed unit ventilators take over. An outdoor vent permits the ventilators to draw in cold fresh air or to give off heat, whichever is necessary to maintain a steady temperature.

Speech correction and remedial reading rooms have been included in the school.

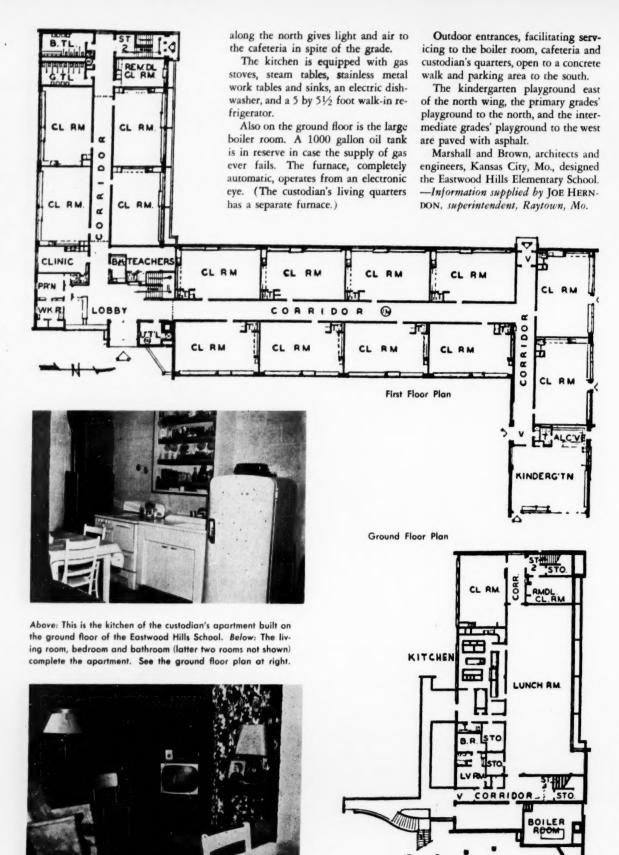
The lobby has three big picture

windows. No partitions separate the principal's outer office from the lobby. Red brick base, natural finish oak woodwork, and yellow vinyl plastic form a streamlined counter over which much of the school's business is transacted. At the left is a copper lined flower basin. At the right are 25 teachers' mailboxes. Back of the counter are the principal's private office, a restroom, a workroom with counter top and sink, storage rooms, closets, a vault, and equipment for a public address system.

OTHER FACILITIES

A teachers' lounge, a clinic, a bookroom, and remedial rooms are in the south wing. Both the teachers' lounge and the clinic have their own toilets. The bookroom, equipped with many shelves, a work area, and a sink, has a Dutch door which may be opened at the top when books are being checked out.

The lay of the land permitted the building of a ground floor under the south wing. The east and west walls of the large cafeteria located there are painted dubonnet; the north and south walls are yellow. A 3 foot areaway





Planned to Serve a Community-Neighborhood

RAY W. HOWARD

Superintendent, Shoreline Public Schools King County, Seattle, Wash.

THE Paramount Park Elementary School in King County, Washington, was planned after a comprehensive survey of the Shoreline School District had been made by the district and the county planning commission. This survey showed that to promote educational achievement best in our suburban community all new elementary schools should be located within well defined areas described as community-neighborhoods. Considered in the determination of what is a community-neighborhood are the highways and streets, the potential school enrollment of the area, shopping centers, and the mobility pattern of the people within the general neighborhood.

As a result of this survey, it was conclusively established that a community centered elementary school was needed in the Paramount Park area. School enrollment has increased greatly there in recent years, and a further increase is expected in the future. It was decided that the new school should house kindergarten through Grade 6, have 17 classrooms, a library, a multipurpose room (to be used as an auditorium and a lunchroom), a playroom, and a special service unit. A conference room is to be included in the administrative unit. A covered play court is planned for the primary children.

The educational program of the

building will emphasize a homeroom arrangement for all grades, with some semi-departmentalization in the intermediate grades in the areas of music and physical education. The library, multipurpose room, playroom and special service unit were planned to serve all the children in the entire building. All school buildings in the Shoreline School District are used extensively by various civic groups. The Paramount Park School was planned to provide for maximum community use of the auxiliary facilities of the school with minimum interference with the regular classroom facilities.

THIS SCHOOL WAS DESIGNED FOR ECONOMY

WILLIAM H. CARLETON

Young, Richardson, Carleton & Detlie, Architects and Engineers Seattle, Wash.

THE low cost of the Paramount Park Elementary School in King County, Washington, results from an economical plan layout, simplicity and repetition of framing details, and careful choice of materials. These factors were studied through all phases of planning from preliminary design through working drawings. (The school is now being constructed and, it is expected, will be completed in July 1954.)

A planning and framing module of 6 feet was adopted early in the preliminary design stage, with required areas, economical structural spans, and stock material sizes all influencing us in making this choice.

Modular design results in the conservation of materials and over-all simplicity of construction. The repetitive quality of framing inherent in this system, as well as the use of materials and methods most familiar to construction workers, lowers labor costs. The use of open web steel trusses for roof spans, with the remainder of the framing accomplished in wood and with most details of a familiar residential type, has resulted in a practical and economical construction system. Exposed steel trusses and ductwork in the auditorium-lunchroom and the playroom are economical and at the same time present a pleasing pattern. The luminous ceilings in classrooms

Analyis of Bid Prices Shows Cost per Pupil and Classroom

	Total Cost	Cost per Sq. Ft. (32,943)	Pupil (510 Pupils)	Classrooms (17
Basic Building\$	326,505	\$ 9.91	\$640	\$19,206
Additional cost of luminous ceiling and fluorescent lighting Additional cost of mechanical venti-	18,410	0.56	36	1,083
lation in small toilets, wardrobes and inside rooms	3,949	0.12	8	232
\$	348,864	\$10.59	\$684	\$20,521

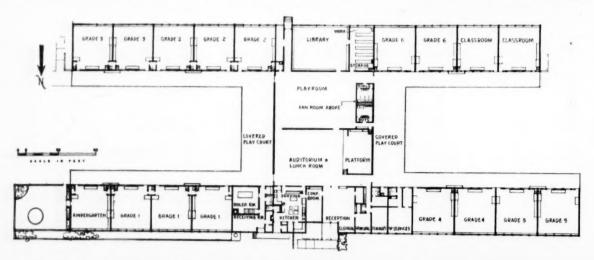
make possible lower ceiling heights, simpler framing, and deep rooms with shorter exterior walls. Finish materials have been chosen to obtain the best combination of economy, practicality and ease of installation and maintenance.

In western Washington the weather is cloudy during much of the school year, making natural daylight undependable. Artificial illumination is needed for good lighting, and a study was made to find the best available system. As a result, all classrooms and the library are designed with luminous ceilings of diffusing plastic, with fluorescent lights above. The suspension tees supporting the ceilings also carry acoustical baffles which, together with 2 foot strips of acoustical tile on the upper walls, furnish all necessary acoustical correction in these rooms. The result is a ceiling that is an overall lighting fixture of low brightness

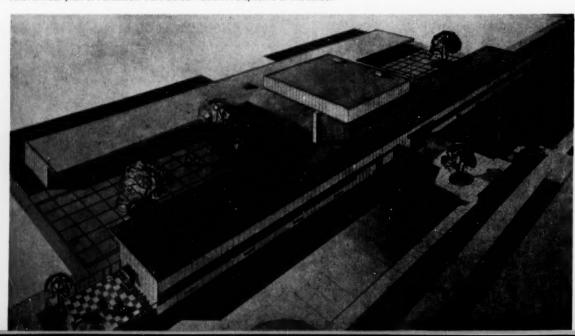
ratio, providing superior and uniform lighting to all areas of the rooms so equipped.

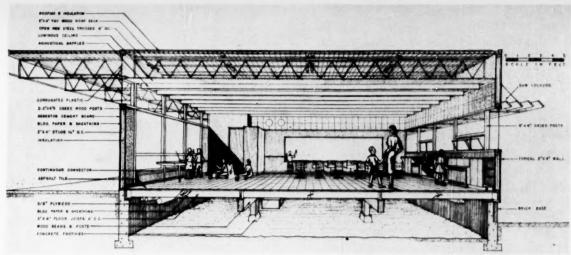
Alternate bids were taken to compare costs of fluorescent lighting and luminous ceilings with the cost of conventional incandescent fixtures and to compare the cost of mechanical ventilation for small toilet rooms, classroom wardrobes, and inside rooms with the cost of gravity ventilation for these areas. Costs of these two items are shown in the accompanying table for purposes of comparison.

An unusually uneven building site necessitated much cutting and filling, making the excavation and foundation costs an estimated \$10,760 higher than they would have been on a level site. This amount has been deducted from the bid price to give a truer comparison of building costs. The figures given for the "basic building" include the cost of a complete system of incandescent lighting, in place of



Above: Floor plan of Paramount Park School. Below: Perspective of this school.





Cross-section of classroom in Paramount Park School.

the luminous ceilings, and the cost of gravity ventilation only for the areas previously mentioned. Thus the "basic building" price represents the cost of a finished, usable school, except for sales tax and architects' fees.

By efficient planning, the area of this school has been kept to 32,943 square feet; the Washington State Board of Education allowance for a 17 classroom school of this type is 38,050 square feet. So the saving of space is more than 5000 square feet, or 13 per cent of the total allowed. Much of the area eliminated is of a type usually built comparatively inexpensively, such as circulation area. Thus the low square foot cost represents a greater economy than is at first evident. The analysis of cost per pupil and cost per classroom represents a truer picture of the economy effected.

None of the facilities recommended by the state board and requested by the school district has been omitted. In many cases superior facilities to those usually found in a school of this cost have been provided, such as:

1. Luminous ceilings for all classrooms and the library.

2. Classroom furnishings and finishes. Each classroom will have approximately 64 lineal feet of cabinets for storage and work space. In addition, each room will have 24 lineal feet of chalkboard, and wall areas between the cabinets and chalkboard will have corkboard up to door head height. Thus, all rooms will be furnished more than adequately.

 Special finishes. Tile floors and wainscots in the kitchen area and in large toilet rooms and hardwood flooring in the playroom represent comparatively expensive finishes which are justified by their practicality.

4. Acoustical treatment of the auditorium-lunchroom. This room has a

wood sounding canopy over the proscenium and a sound diffusing panel on the back wall, engineered to provide superior acoustical effects.

Throughout the building there are many other added facilities which increase its usefulness; careful attention has been given to providing a pleasing esthetic environment for all who use the school.

FACILITIES IN SCHOOL

The school has 17 classrooms, a library, an auditorium-lunchroom with a stage, a playroom, and complete administrative, health and service facilities. Upper and lower grade classrooms are grouped around separate courts, with covered walkways, formed by cantilevering the classroom roof construction to serve as corridors. The same roof planes are extended to cover the play courts. Administrative and service elements are grouped in the middle of the classroom wings, with typical classroom framing carried through these areas. Centrally, the auditorium-lunchroom and the playroom, which require higher ceilings and longer spans, are placed side by side. This results in an efficient and economical plan, with long runs of simple and repetitive framing.

Toilet facilities for lower grades are placed between rooms, with one fixture each for boys and girls serving two classrooms. For the upper grades, toilet rooms are provided in the central section, where they are also available during community functions. This makes for easier control of these facilities.

Roof framing consists of 2 inch T & G wood deck with rigid insulation and built-up roofing over open web steel trusses 6 feet on center. These trusses are supported on wood posts. Walls in the classroom wings are of typical 2 by 4 inch stud framing, with 2 by 6 inch studs in the higher walls of the central section. Floor framing consists of wood joists and wood beams. A continuous crawl space under the entire building makes possible the economical installation and maintenance of utilities.

Finish materials throughout have been carefully selected for practicality and economy. Plasterboard forms a base for chalkboard, corkboard and plywood wainscots in classrooms and is the finish wall surface in offices and similar rooms. Where rougher usage or moisture problems are anticipated, the finish is plaster. The kitchen areas and large toilet rooms have tile floors and wainscots. Walls in the auditorium-lunchroom are asbestos cement board, certain areas of which are perforated for acoustical correction.

Playroom walls are asbestos cement board and plywood. The playroom and the auditorium-lunchroom have both steel trusses and supply ductwork exposed. These, together with the lighting fixtures, are designed to form a pleasing ceiling pattern. The exterior finish is mostly asbestos cement board over sheathing. Brick is used as a base for the building and as facing in the covered play courts.

A two-pipe, low-pressure steam system, with convectors and baseboard radiation, will heat the building. The auditorium-lunchroom and the playrooms will have separate forced warm air heating and ventilating systems with ceiling supply outlets and low wall returns. Classroom wardrobes, toilet rooms, kitchen and dishwashing area, and inside rooms will be mechanically ventilated.

Portable Classrooms with a life expectancy of 25 years

MERRIL OSENBAUGH

Coordinator of Publicity and School Publications Public Schools, Sacramento, Calif.

PORTABLE classrooms are a solution Sacramento, Calif., has found to the problems it faced because of a limited budget and a 63 per cent increase in elementary school enrollment during the last 13 years.

Two bond issues, totaling \$10,436,-000, were voted in Sacramento in

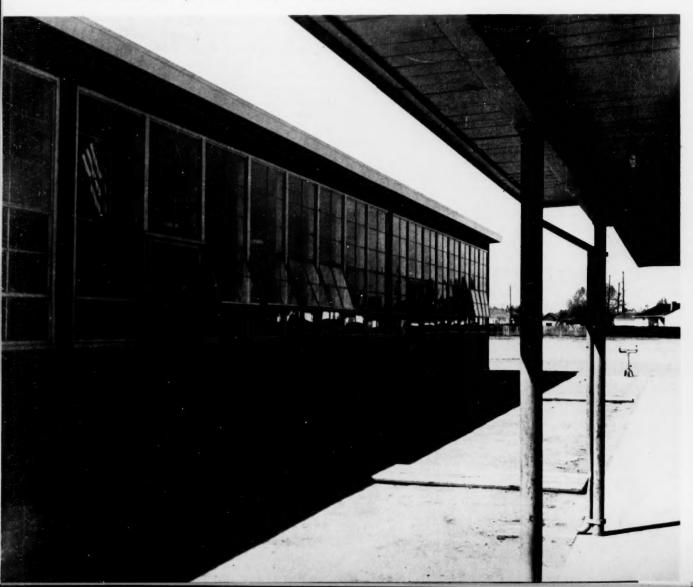
1947 and 1951. With part of this money seven elementary schools (one still in the process of construction), school shops on the junior college campus, a gymnasium for a senior high school, and a junior high school, have been built. However, more classrooms are needed; it is estimated that

by 1955 the elementary school enrollment will have increased 86 per cent and the total school population 36 per cent over the 1940 enrollments.

The board of education had estimated that the cost of new elementary classrooms in rapidly growing areas of the city would be approximately \$15,000 each; however, the lowest bid offered was \$20,000 per classroom.

All bids were declined and the board directed Supt. William J. Burkhard and

The overhang on the porches of the portable classrooms in Sacramento Calif., eliminates the need for louvers yet provides adequate, well diffused light. There are two wooden porches and two doors for each of the classrooms.





Windows in the portable classrooms have steel sash, commercially projected. The rooms have ample storage space, including cupboards under the windows.

his staff to arrange a conference with the school district's supervising architect, Harry J. Devine, in an effort to solve the problem. A plan for the construction of portable classrooms resulted.

The rooms actually are "portable" because they can be moved from one school site to another, and yet by the very nature of their construction they are permanent, having a life expectancy of at least 25 years. A section or unit of rooms can be moved from one school site to another at a cost of approximately \$1000.

Lowest bid on these portable classrooms was \$8545. This not only solved the financial problem of how to build the number of rooms planned in terms of bond issue estimates, \$15,000 per room, but even left funds available for additional similar construction.

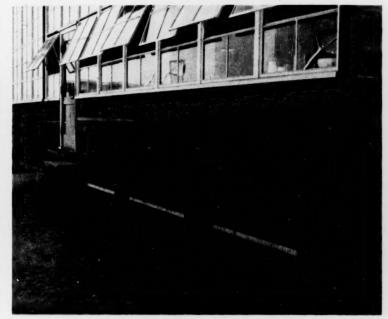
A solid economic feature of Sacramento's new portables is the everpresent possibility in any school district of "overbuilding" and thereby leaving a monument of unused classrooms when peak enrollments have passed in a particular area.

When the Sacramento schools were campaigning for recent bond issues, such a monument presented an embarrassing problem. One school, a two-story, 20 room, pressed brick structure,

at 16th and N Streets, is in a district of shifting population. Because there are half a dozen rooms vacant in this building, used by the school district for special offices, it was difficult to explain why new classrooms were needed.

The school district visualizes, even at this early date, several minor population shifts that could cause problems. But they can be solved readily by the moving of a few portable classrooms from one building site where the need

Exterior is resawed redwood. There are 24 cement piers under each room.





This illustration shows the position of the teacher's desk and of one of the two doors in each room.



Walls of the classrooms are plywood. All rooms have gas hot-air heating units like the one that is shown here.



All of the classrooms have sinks as well as cupboard and storage space. for classroom space is not urgent at the present time to another section of the city where additional space will be needed shortly.

At \$8545 per room, these classrooms cost about \$8.54 per square foot, or approximately 40 per cent of the cost of permanent structures at the time original bids were requested. Subsequent bids resulted in an accepted figure of \$7.53 per square foot, or about \$7536 per room for 30 rooms.

Superintendent Burkhard believes the new flexible type of classroom is educationally sound and financially reasonable and that it well may develop a new pattern of thinking for school plant planners. Likewise, it may become at least one answer for financially hard pressed districts.

These rooms are being built at such a low cost because they are streamlined; yet they contain all the necessities. They are a spacious 30 by 32½ feet and seat from 30 to 35 children comfortable.

Each room is sturdy and dry, being set on 24 cement piers. Exterior walls are resawed redwood, and interior walls are plywood. Heating is by gas hot-air units. The rooms have cupboards and storage spaces and adequate drinking fountains and sinks. The windows are of steel sash, commercially projected, and the ceilings, insulated with aluminum foil, are of acoustical tile.

The roof structure is of one layer of 15 pounds of felt and two layers of 30 pound felt, covered with capsheet and aluminum. An overhang on the porches eliminates the need for louvers yet provides adequate, well diffused light. There are two wooden porches and two doors for each of the classrooms.

"Such classrooms are not a cure-all," Superintendent Burkhard explains, "but they are the answer to the problem of space for pupils in a period when adequate, healthful educational space is at a premium. They cannot be produced on a push-button basis, but they can be made rapidly enough to meet the big surge of pupil population.

"Likewise, our portables are an answer to those who say that school buildings are filled with frills and luxuries and cost too much for their purpose. We would be happy to compare them with anything in the nation for cost and utility. Our new buildings may not be all-time monuments, but they are meeting pupil needs for the present and at a cost that the district can afford to pay."

The NATION'S SCHOOLS



THOMAS MURRAY and M. B. ETHEREDGE Associate Professor of Education

Sam Houston State Teachers College, Huntsville, Tex.

Let's have a six-hour withholding tax on GRADUATE STUDY

NOTHING appears so old-fashioned and literally out of date as a year in the past. The year 1947 seems like an antique pulled from the closet of time when we set it beside 1954. Yet the brand-new first grade pupil we welcomed in September is a contemporary of ancient 1947. In his short period of getting ready for entry into the public school, the new first grade child has been profiting by a renaissance in teacher education that has helped get teachers ready for children.

For 1947 was a year of protests, of alarms, of indictments, all directed toward our unpreparedness program in teaching. Articles in popular magazines joined the professional periodicals in pointing out the poor salaries and poorly prepared teachers in our public schools. The New York Times led the nation's newspapers in calling attention to the then astounding fact that less than half of our public school teachers possessed college degrees based upon four years of study.

But 1954 found most states with much higher certification requirements than existed six years ago. It found the salary schedules of our pace setting states geared to provide higher pay for teachers with more than the bachelor's degree. By setting graduate degrees as ultimate goals in teacher education, we have raised the average academic achievement within our profession. Now is the proper time to reexamine and revise some of our new requirements. In this article some revisions are proposed for off-campus courses taken by in-service teachers.

In an increasing number of states, the possession of a master's degree is necessary if the teacher is ever to advance beyond a certain step in the salary schedule. In Texas, for example, experience is worth \$54 per year up to and including the 12th year; after that year it is worthless unless the experience is that of a person holding his master's degree. The question, 'What's a master's degree worth to me, anyhow?" has a definite, factual answer. To a classroom teacher with 20 years' experience, a coveted graduate degree takes on brilliant luster; it is "worth" an immediate \$657 increase in annual salary, a dividend payable every year thereafter and increasing for six years.

SHOTGUN DRILL

When "going back to college" means for the school teacher a calm entrance into a community of scholars, all is well. But going back to college for most school teachers means the shotgun drill of summer sessions, the hurried pace of night classes on the campus after eight hours' work and a long drive, or the rushed visit of the extension professor at the tattered end of the day. Small wonder, then, we hear an occasional gasp, "Oh, for a little time to change my own lesson plans to fit what I've learned in college!"

A master's degree program has as its chief purpose the attainment of a deepened knowledge and understanding of a specific subject area. To the earlier undergraduate degree program was left the primary task of broadening the student's knowledge, and to the doctor's degree program is left the duty of extending knowledge. The master's degree signifies its possessor has been immersed in the fundamental baptism of scholarship.

But how can teachers obtain the deep academic knowledge characteristic of every specialized profession and at the same time show immediate benefits in their everyday teaching job? To this problem both academicians and vocationalists have addressed themselves vigorously, yet public school teachers remain caught up in the battle of words while propagandists on either side attempt to influence an outcome favorable to limited interests. Teachers themselves avoid the foolish "either-or" choice; they rightly proclaim the values of the book-learning approach and of on-thejob training. In keeping with teachers' sensible and objective attitudes, colleges ought to adopt officially a program that frankly admits the necessity for experimentation in teacher education.

How can the colleges experiment without destroying academic standards? The answer is simple: by doing as a matter of common practice what is done now by chance. Colleges require

from 30 to 36 semester hours of academic work for a master's degree. Of the total the Southern Association of Colleges and Secondary Schools, for example, allows six hours to be done off-campus. The implication is plain: Work done away from close contact with the college campus-particularly the library-is not to be encouraged at the master's level. College instructors, of course, have been cooperative in allowing teachers in on-campus classes to relate their term papers to their local school situations, but there is some question as to which problem receives the greatest attention: the problem being faced by the teacher in her own classroom or the problem of writing an "A" paper about her problem! Writing a worth-while graduate research paper is a specialized task, requiring and deserving concentrated effort on the part of the student. When the teacher-student is asked to juggle her children within the limitations of the research paper, she is lucky to confine her errors to dropping stitches or splitting infinitives.

College instructors, acting on their own initiative, try to remove the pressure of grades (with its concomitant demand to please the professor) by such questionable devices as promising everyone a "B" or better. Freed of fear of a nonacceptable grade, the teacher-student is supposed to be able to give her attention to her own problems. Unfortunately, the very need for taking care of *The Grade* first of all gives emphasis to the profession's shared belief in the importance of the almightly "A."

SANCTIFIED HOURS

A far better approach would be for the college to release to the public school system six of the sanctified 30 or 36 semester hours required for the master's degree. Instead of the teacher's being given an automatic "B" or "A" regardless of the quality of work done, the six hours would be recorded by the college registrar as only "six semester hours, graduate credit," with no grade at all assigned to the entry. The value of the six hours would be whatever accrued to the individual teacher or to her school system. Those few teachers who might prevail upon a weak superintendent to give them credit for work not done would be no more numerous than those who now confuse weak professors or hand in borrowed term papers, or use one of the other timehonored ways of passing a course. And the college would remain firmly in charge of from 24 to 30 semester hours in which high academic standards could be demanded. Surely, if scholarship cannot be induced by from 24 to 30 semester hours of exhortation and example, it will not be coaxed by piling six more straws on the recalcitrant camel.

What could the public schools do with the six hours? They could overcome present handicaps to united, professional college accredited study by their faculties. Under the present system when the instructor of Education 999, "Guidance in the Junior High School," states he will let every enrollee work on an individual problem on her own grade level, there is a feeling by all concerned that the class is doing secretly what ought to be done but is not openly permissible. Even when the course is labeled "Curriculum Workshop" or some similar catch-all title, there is heard the oldest plaint of all, "That course isn't circled on my degree plan."

FIRST STEP

One of the first steps necessary would be acceptance by the certification authorities of the untitled, nongraded hours as being equivalent to campus-taught methods courses. In order to enlist the support of colleges, whose consent would be prerequisite to any change in certification laws, it would be necessary to have a college representative assigned to the course. The representative, however, would not be any professor who might have later control over the enrolled students. He would serve two functions: First. he would keep intact the college's financial interest in the six hours, and, second, he would be the resource person of greatest value to in-service

Teachers will spend a Saturday afternoon in anxious search for reference materials in a college library and then give up their Sunday's rest in order to read the books. An instructorlibrarian could bring to each teacher a saving of precious time. Teachers could read books in the time they usually spend looking for them. With a librarian assigned to the course to help if and when he is needed, the teachers enrolled would not feel a compulsion to read the volumes high on a major professor's required reading list. In their six hours of nongraded graduate work, the teachers would be

free to give local needs their attention, unfettered by the college control present in the usual extension course.

Local control of teacher education has the same importance as local control of the children's education. With local control of six semester hours. the school board can say to the college, "Miss Brown, our beginning sixth grade teacher, and Mr. Jones, our new high school principal, want to give considerable study to their own jobs this year. Both need to collect materials for on-the-job use. Three of our intermediate teachers are concerned over the poor showing made by the fifth grade class in the arithmetic portion of the standardized test given in September. They want to locate individual weaknesses and revise our local arithmetic instruction.

'Mr. Jenkins, our science teacher, wants to rehabilitate our laboratory. He wants to find out what can be saved, what can be thrown away, what new material can be purchased out of current funds and what can be planned for the future. Mrs. Perkins, our history teacher, is in danger of losing her position. She is a onewoman minority on an angry debate over phonics. She would benefit personally from a study of reading methods, but she would not be a good group member at this particular time. Mr. Berry is teaching for the second year, but he has a real problem in maintaining classroom discipline. He wants help in learning how to work better with children. Five primary teachers must select a basal reading series, and they

"WITHHOLDING TAX"

So the case histories go: teachers with problems bigger than courses, more important than grades, truer than textbook examples. These are problems hard to fit to term papers, to different professors, to the pressure of campus deadlines. These make up teaching in America.

If we can trust the public school teacher with our children, we surely can put into her hands the choice of what to do with six hours of graduate credit. We might term the plan a 20 per cent withholding tax on graduate hours to be used for local improvements. Six hours out of 30. Six hours of freedom from degree plans. Six golden hours to spend exactly as each teacher pleases. Six fateful hours in which to prove that the master's degree candidate is the master of himself.



One board approved the creation by the superintendent of committees of employes to consider those problems that would affect their welfare.

A school board job of first importance—

Sound Personnel Policies

and seven guides to formulating them

ROALD F. CAMPBELL

Professor of Education Ohio State University

BOARDS of education generally are confronted with the need to establish sound policies with respect to the teaching personnel (and nonteaching too for that matter) of the school system. This need is affected by certain notable developments. These include the increasing professionalization of teachers; the manpower shortage, of which the teacher shortage is one aspect; increased knowledge and concern about human relations, and a growing awareness of our democratic values.

What are sound personnel policies? There is perhaps no single answer to the question, and certainly the formulation of such policies must be the task of each board of education, with the aid of its superintendent. The guiding principles suggested and illustrated here may be of some help as

boards and superintendents think about such policies.

1. Personnel policies should appear reasonable and not capricious. While personnel policies should seem to be reasonable to citizens generally, it is particularly desirable that they appear reasonable to the professional staff. Capricious policies may result when a board takes hasty action, when a policy is formulated to meet a crisis situation, or when a policy is aimed at a few offenders but made to apply to all.

On the other hand, boards do make reasonable policies. One board, for example, stipulated that it would not infringe upon the rights of any group of employes to organize for the promotion of the welfare of the schools or in their own interests. The board further declared that it would be its policy to give fair and full consideration to any reasonable proposal made by such an organization.

2. Personnel policies should have a positive and not a punitive flavor. In other words, the policies should suggest that the board assumes that school employes are responsible people with professional objectives. Positive personnel policies may stipulate board expectations. For instance, one board requires a minimum of five semester hours of college credit on the part of its personnel during each five-year period. These policies may also involve definite commitment on the part of the board. As an illustration, one board stipulated that in the case of the death

of any employe an additional month's salary would be paid to the survivors

of the employe.

In another school district the board has stipulated that any certified employe on continuing contract may be granted a leave of absence for ill health, maternity, military service, exchange teaching, study or travel. A leave for study, it was further provided, may be as long as one school year. The application for such a leave was to include an outline of the program of study or research contemplated.

3. Personnel policies should be suggestive and not merely prescriptive. This is not to say that no prescription is necessary, but it should be clear that effective school operation cannot be achieved by mere conformity to regulations and perfunctory application of rules. At best a set of policies can provide a framework but not detailed directions.

For example, the language of one board was to the effect that teachers were to work under the direction of their principal. They were asked to go to him for instruction and guidance in all matters. In another case the school district had developed a cadet principalship program. The principles governing the selection of persons for the program, the operation of the program, and the appraisal of the program were suggestive indeed. It seems clear that the personnel policies ought to suggest, to challenge, and not merely to prescribe.

4. Personnel policies should establish the fact that full information on school operation is available to teachers. Of necessity there may have to be a few exceptions to this generalization: certain confidential information about people, for instance. Such exceptions would probably be understood and accepted by school staff members. In such matters as financing the school, however, there seems to be no reason for not making full information available. Boards have been known to withhold certain financial information from teachers' groups appointed to review the budget. In time, of course, the information comes out, but the relationship between board and teachers is nearly always damaged by such an action.

Any board might forestall possible misunderstanding by actually inviting representatives of teachers' organizations to attend board meetings and to examine financial data.

5. Personnel policies should provide clear channels of communication. Nothing seems to be so frustrating to teachers as the feeling that they cannot get to the administrator or the board. Thus, the policies of the board should make it clear that teachers should work through their principals and the superintendent of schools but that in the case of breakdown there is access to the board. Some boards have gone further and provided machinery whereby once a year teachers' representatives appear before the board as a matter of course to review teacherboard relationships.

But communication is a two-way affair. Staff members may have need to speak to the administration and/or the board of education, and if a staff member or the staff as a group speaks an answer is expected. School workers have become completely discouraged by having requests and/or recommendations addressed to an administrator or a board of education ignored for months and in some instances forever. If action must be deferred, that word should be forthcoming. When action is taken, appropriate notice should be transmitted promptly to the staff.

When communications channels are made clear and when they are used, both ways, repressed tensions seldom reach the explosion point.

6. Personnel policies should make plain the basis for promotion. For instance, the criteria and procedure to be used in the selection of principals ought to be established. One pertinent issue in most cities is the source of candidates: within the system or at large. Again, as to criteria one board has indicated that in the selection of supervisory and administrative personnel the extent of professional study in the last five years will be weighed.

The selection procedure should also be clear. One board, for instance, in the selection of principals uses four devices: an essay examination, the National Teachers Examination, a panel interview, and field ratings. The essay examination is prepared and graded by members of a college of education service bureau. These procedures seem to convince those concerned that merit not "drag" determines promotion.

7. Personnel policies should provide for staff participation in their

formulation and operation. Many of our hunches regarding staff participation have recently been submitted to study in 216 school systems.* Briefly, the conclusions were as follows: (1) Many teachers derive intense satisfaction from participation in educational planning; (2) too much pressure to obtain participation of teachers can become a source of resentment, and (3) a pretense of allowing participation is not a satisfactory substitute for genuine participation.

While much of this participation should probably be at the building level, the board should approve teacher participation as a general policy. One board, for instance, approved the creation by the superintendent of such committees or councils of employes as he deemed appropriate for the consideration of problems affecting the welfare of the employes of the schools.

In another case the assistant superintendent in charge of personnel used much staff participation in the development of a program for the appraisal of teaching. A committee composed of principals, a few central office employes, and representatives of the teachers' organization initiated the project. Progress was first reported to the entire group of principals. Each principal then worked with his staff on the program. When it was finally adopted for trial run, the thinking of many people had been tapped. The administration and the teachers' organization had agreed on a program.

Advisory councils to the superintendent composed of teachers and other personnel in the school system are being set up in many school districts, and boards ought to approve such procedures for staff participation.

The principles enumerated and discussed briefly here seem to be necessary if personnel administration is to reflect certain major developments such as: the increasing professionalization of teachers, the manpower shortage, an increased knowledge about human relations, and a growing awareness of our democratic tradition. To be sure, the specific application of these principles must be the task of each board of education. Many boards have already gone far in that direction. For many other boards a review of present policies and revision of the kind suggested here is a job of first importance.

^{*}The Teacher and Policy Making, Administrator's Notebook, Midwest Administration Center, University of Chicago, May 1952.

THE world's biggest educational get-together—the annual A.A.S.A. convention — is regarded by many superintendents as one of the best things that happens to them each year. This doesn't mean, however, that they are at a loss to make suggestions for improving the affair as it now stands.

Asked by THE NATION'S SCHOOLS in its school opinion poll to describe the changes they would like to see made in the convention, more superintendents referred to the problems coming from the size of the gathering than to anything else. While they want the program to include speakers and resource persons from a variety of special interest fields, there was many a dim view taken of the constantly increasing number of allied organizations which put an added strain on the Boardwalk during that one wintry week in February.

REMEDY FOR BIGNESS

A large number of administrators seem to believe that the only answer to the problem of bigness is to turn more and more to a regional basis for A.A.S.A. meetings. Three regional meetings are now a feature every third year. One suggestion presented was that a three-year cycle could run something like this: one year in Atlantic City, one year in three regions, and one year in 10 regions. There is a strong feeling that whatever ills of programming exist could be cured by breaking the thing down into somewhat more manageable size.

The chief value of the convention? More administrators in our sample point to the exhibits than to anything else (one-third of all respondents to the poll). The paradox is that this awful Bigness which brings pressures on facilities and adaptability makes possible at the same time the gigantic show of educational equipment and supplies. The exhibits now extend into every phase of the school program from pencil sharpeners to telecasting facilities. Superintendents' comments in this opinion poll show that many of Atlantic City's values can be found elsewhere to some extent, but only there can you discover all that's new in school equipment.

Administrators have a suggestion or two for the exhibitors, however. One superintendent admits he is just dreaming, but he'd like to see competitive products tested right before the eyes of administrators at the convention the tests being conducted by impartial Administrators have suggestions for

IMPROVING THE A. A. S. A. CONVENTION



judges. Other administrators would like to see more exhibits where products are shown in action—how do they work?

Following exhibits, the chief values are said to be inspiration gained from speakers, ideas passed on by other administrators, and problem solutions proposed in the discussion groups and "speechless clinics."

The comment most often made regarding the program itself would sound familiar to any program chairman of the local teachers' association or the county schoolmasters' club—"It's gotta be more practical." This is almost the slogan of the profession today and a favorite conference cliché. Many administrators recognize that real progress has been made along this line during the past few years, but they still think there is more that can be done.

How can the programs get better? Make the presentation "more instructional, less orational," they say; more discussion groups, clinics throughout the convention (not Thursday only), more demonstrations, fewer lectures, discussion groups based on size of communities.

A Pennsylvania superintendent has this to say, "As superintendents, let's practice to some degree at our conventions what we claim we practice at home—the 'democratic way' of arriving at the solution of problems and policy. I believe it would be refreshing to have others make suggestions or to evaluate the administrators rather than have so many of us pose as the final authority on topics. There is no bitterness intended in these suggestions, but the programs could be improved, as suggested in your editorial." ("About Conventions," October 1953).

Half of the superintendents covered by the random sampling of this poll said that the third week of February this year will find them at home, not at Atlantic City. What reasons do they give? For most of them the reason is simple—Funds. Other reasons are given, too. Some say they prefer the drive-in conferences sponsored by the A.A.S.A., others that they enjoy only the regional meetings. Many insist that a better, more central location than Atlantic City could surely be found.

"SMALL HEADS NEVER RATE"

In the minority are such reasons as this: "This is a meeting for the administrators of larger schools who want to go places politically. At Atlantic City we small school heads never rate."

The A.A.S.A. convention looks big to anyone—probably biggest to the association's officers who have made headway in solving its problems from year to year. For most administrators, however, the price of bigness doesn't run too high for the help that's there for the job of administering to schools. So several thousand school administrators from all over will soon button up their overcoats—they'll be Boardwalk bound.

A Comprehensive Arts and Crafts Center

Woodworking, sewing, painting, weaving, metalworking—

all of these creative crafts

are found in Elyria's versatile laboratory

F. J. GOTTFRIED

Superintendent of Schools Elyria, Ohio

DOROTHY A. JONES

Supervisor of Elementary Art Education Public Schools, Elyria, Ohio

A VARIETY of sights and sounds greets the visitor who enters one of the new arts and crafts centers that are a part of the junior high school program at Elyria, Ohio. Sounds of hammering and sawing, the smell of paints and varnishes, the sight of different colors of materials used, and the busy hum of 25 or 30 boys and girls present quite a contrast to the traditional program of fine arts plus home economics and industrial arts for children of this age. The laboratory, which is approximately twice the size of an academic classroom, is large enough to provide space for equipment and pupils in at least a half dozen activities going on simultaneously. In one corner are several boys and girls doing work with hand tools in wood. Woodworking benches, along with a variety of hand tools, make this area useful for carrying on many different kinds of projects. One boy is sawing a board for the first time, while another youngster is doing a much more advanced piece of work.

Going around the room the visitor sees another cluster of girls and boys working in the area of sewing. With sewing machines, electric iron, ironing board, and work tables available, the children are doing a piece of work which is interesting and which will result in a finished product that will be useful to them. Making an apron is a typical project done in this area. Another group is engaged in painting or drawing with charcoal, tempera or oil paints as their interest and skill may dictate. At another table there are several pupils working with light metal; sometimes this is called the "tin can" approach. Ash trays and other decorative objects are evidence of what can be done here.

VARIED ACTIVITIES

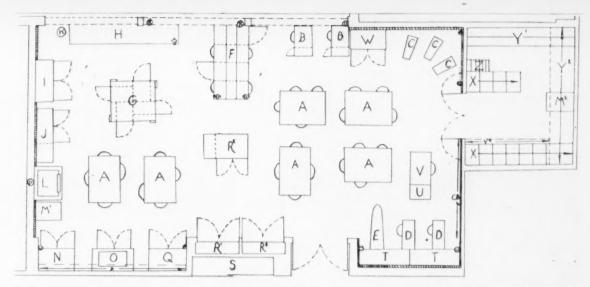
In an area that includes work counter, sink, drying shelves, kiln, damp box, and display space, several pupils are learning the fundamentals of ceramics. At another spot there are one or more busily engaged in some form of creative leather craft activity. Still others are weaving, using a variety of materials. Near the teacher center, which includes a two-drawer filing cabinet along with the desk and chair, are pupils filling out the necessary forms to complete a project in which they have been engaged or setting up the plan for their next period of activity.

An important spot in the laboratory is the reference corner, where a variety of suggestions can be found. This "morgue" is a growing thing, with teacher and pupils contributing clippings and pictures.

WHY SUCH A PROGRAM?

It is obvious that the arts and crafts program for seventh and eighth grade boys and girls is considerably different from the more traditional approach of having each child doing what every other child is doing at the same time in a formal art situation or in home economics for girls and industrial arts for boys. The first impression gained by the visitor is that the five or six ring circus is a center of confusion, and such would be the case unless a master teacher is in charge of the program.

At the beginning of each class session, which is scheduled as a double period two days per week for each section of the seventh and eighth grade, the teacher has a planning session, lasting from 10 to 15 minutes, with the children. During this planning session each pupil is in his assigned spot, and the planning for each group and individual activity is completed before the pupils scatter to the various activity areas of the room. Sufficient time also is provided near the end of the double period for cleaning up the floor, tables, work counters, and sinks in preparation for

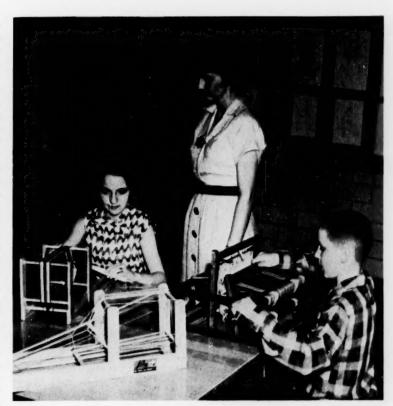


- A. General purpose tables; four pupils at each
- Drawing tables with storage space drawing boards
- Easels
- Sewing machines
- Ironing board
- Metalcraft bench with heat and acid proof top; four pupil stations with storage space elow; two machinists' vises
- G. Woodwork bench with storage space; four wood vises
- H. General purpose bench with a machinists' vise; shelf, wood storage space below Tool cabinet with lock; tackboard on doors
- J. Finishing bench with cupboards, drawers
- Oily waste can Ceramic kiln on cabinet; tool storage space
- Rolling carts with three shelves: M¹, to service kiln; M², to wheel out for paint
- N. Damp box for ceramic pieces; work counter top
- Stainless metal sink with three faucets;
- plaster trap; storage space below Three open shelves above N, O, Q Work counter; clay storage space below
- Paper storage: R1, shelves hold paper up to 12 by 18 inches; R², sliding trays hold paper up to 24 by 36 inches
- Display case on corridor with glass shelves and doors, tackboard back
- Hinged work shelves
- File with two drawers
- Teacher's desk
- W. Cabinet with drawers and work counter top for picture collection
- Pupils' storage space; 12 13-drawer units, each drawer 14 x 20 x 4 inches.
- Storage space for reserve supplies and projects: Y¹, shelves from floor to 7 feet; Y², shelf 7 feet from floor
- Stepladder 4 feet high
- CB. Chalkboard TB. Tackboard

leaving. An evaluation of what happened that day is an important part of the clean-up period. Usually each pupil is back at his assigned place before the dismissal signal is given.

In Elyria the children in kindergarten through the sixth grade are in self-contained classrooms and come to the seventh grade without experience in a departmentalized program. The seventh and eighth grades are regarded, therefore, as a transition period for boys and girls in moving on to the four-year high school program. The arts and crafts experiences over the two-year period are intended to provide experiences in several different areas of activity and outlets for immediate interests as well as to give some experiences that will be valuable in future courses in high school. Major areas of creative activity include wood, metal, cloth, clay and paper work. These materials can also be classified as rigid, flexible and plastic media for arts and crafts activity.

A cumulative file of the different projects undertaken by each pupil is kept over the two-year period. The file follows the youngster to high school and is a part of his cumulative



Junior high school youngsters can learn to weave in their arts and crafts laboratory.

record. The deans have found the information included in these folders valuable in helping boys and girls plan their high school program. Teachers in high school fine arts, as well as the industrial and home arts staff, also receive valuable suggestions from these folders.

In deciding upon this type of arts and crafts program for seventh and eighth grade boys and girls, several factors were carefully considered. In addition to the desirability of having a laboratory experience that provided a greater flexibility than the traditional program usually has, important financial considerations also entered the picture. To provide a comparable program in the traditional manner would mean setting up three different kinds of laboratories-one for art, one for home economics, and one for industrial arts. As a matter of economy, such a program would not be feasible in the Elyria situation, since each of the four seventh and eighth grade centers now includes three sections of seventh grade and three sections of eighth grade. Because of present enrollments and the program being offered two double periods a week to each group, the laboratory is in use about 75 per cent of the time. It is used for additional groups of upper elementary children housed in the same building as scheduling limitations permit, so that in actual practice the arts and crafts laboratory is used virtually every period of the school day.

PROBLEMS INVOLVED

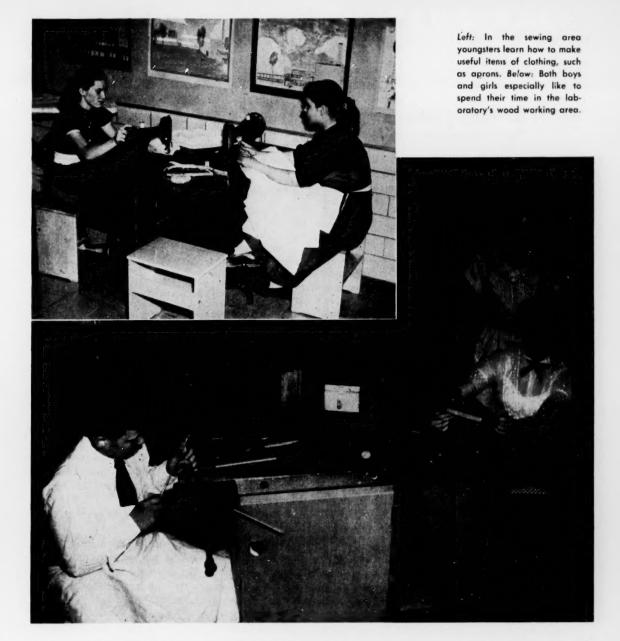
The arts and crafts program in the Elyria public schools has been in operation for only the last two years. During this period of time there has been a considerable turnover in teaching personnel. For example, the staff for the 1953-54 school year is an entirely new staff from the one that operated last year. The problem of orienting new teachers to operating in a program which is quite a departure from that usually found is a major one. Coupled with this problem is

the fact that teacher training institutions have not trained a great number of prospective teachers competent to operate in such a program. Occasionally one finds a candidate who has a major in industrial arts and a minor in fine arts. Such a person, especially if his experience in student teaching has been a broad one, is likely to fit into such a program very well. A teacher with a broad background in fine arts, including crafts, is equally well fitted for entering into this type of work. More important, however, than the sequence of courses in college majors and minors is the attitude of the teacher toward the creative approach to all forms of handwork.

In the Elyria situation a part of the present staff has been recruited from teachers that have been teaching regular grades or academic subjects in elementary or junior high levels in the system but have a background of training that includes a block of courses in art and industrial arts. There is a certain advantage in finding these special teachers among existing staff members, and the results thus far in transferring teachers to this special area have been more than satisfactory.

One section of the arts and crafts laboratory is devoted to drawing and painting. Young artists use charcoal, tempera or oil paints as interest and skill dictate.





Not to be overlooked is the problem that even a master teacher faces in carrying on this kind of program with large enrollments. With groups numbering up to 30 pupils the experience seems to have been satisfactory; where the number exceeds 30 the kinds of activities and assistance to groups and individuals by the teacher are considerably curtailed.

HOPES FOR THE FUTURE

The supervisor of art education has been carrying on a continuous program of in-service education with the arts and crafts teachers in an effort to discover ways of coordinating the arts and crafts program with the other subject areas in the curriculum. Considerable headway has been made in areas such as social studies, particularly in a resource unit that has recently been developed by staff members on the history of Ohio. For each part of this unit of study definite suggestions are included regarding arts and crafts activities that would be appropriate. Social studies classes have been considerably enlivened several times when they were held in the arts and crafts laboratory.

These teachers have also developed a guide to desirable arts and crafts activities, including statement of objectives, how to do many of the activities, and a tentative outline of activities for the two-year program.

We predict that arts and crafts laboratories in junior high schools will become more common as the years pass. It is hoped that the training of teachers for this special kind of activity will keep pace with what appears to be the beginning of a trend away from the more traditional kind of program for junior high school boys and girls. It can truthfully be reported that there is no thought among the staff members in Elyria of returning to the traditional approach that formerly prevailed in the four junior high schools.

CHALK DUST



PRACTICAL PROJECTS FOR PRINCIPALS

"The Broadening Horizons" Project

JUST BECAUSE MY FIFTH GRADE TEACHER attended the Ohio Council of Geography Teachers, I have lately been caught in a community anabasis which threatens to despoil the entire school district. The fathers have thrown away their golf clubs, canasta decks litter the lawns, and TV sets are selling for a dime.

It all started when a teacher from Shaker Heights reported that, because school buses were unavailable, the parents there had been persuaded to take their children on week-end trips to gain firsthand experiences in geography. The children were preplanned by the school with various maps, duplicated directions, and specific questions to be asked and maybe answered. The project was called "Broadening the Horizons," complete reports due every Monday morning.

No doubt it was a good activity for Shaker Heights, but here in Sugartown, where the roads are a bit on the rough side, the project presented unexpected bumps. In pursuing the project, Family A (the Buzzard family) reported that its original plans for visiting the coast guard station and the fire control boat had to be materially altered. Owing to the fact that Father A (Old Man Buzzard) tried to telescope the trip (and the car) into half a day, Family A did not get any farther than the local police station. However, the activity and vigilance of Sugartown's Finest were observed at first hand. Father A insists on billing the school for money extracted from him under duress.

Family B (the Plushbottom clan) had a more fortunate experience. It chose to visit freighters, tugs and fishing boats as its contribution to the project. It was too bad that Johnnie Plushbottom, in his eagerness to get an "A" for effort, fell into the river. This sad occurrence was mitigated by the fact that Johnnie's sociogram was distinctly anti-social and the fifth grade was overcrowded anyway. Family C (the Putrid tribe) decided to undertake an exploration of such municipal monuments as the sewage disposal plant and the garbage collection system. It was truly amazing to hear Little Putrid's report and to realize that through this one simple project she had gained diverse information, samples of materials, and new skills in the language arts.

As an outcome of the project, all our children were encouraged to develop new interests in the community. However, Family D (the Dumbles) reported slight progress. Prior to the project, Daisy D's sole community interest was in boys. After the completion of the project, no particular change was noticeable.

Despite these many disappointments, my fifth grade teacher tells me that the project provided an enriched program. At least the gasoline stations were enriched, and the project probably added to family understanding or misunderstanding, or whatever it is that such projects are supposed to add to.

IMAGINARY INTERVIEWS "A Truck Driver"

Summit, N.J. (AP)—Arthur Kull won't be teaching business at Summit High School this fall.

He resigned his \$85 a week job last night to accept another at \$137.50 weekly.

The 33 year old World War II veteran told the board of education his new job is driving a brewery truck.

REPORTER: There has been considerable newspaper publicity, sir, on your sudden change of vocation. Was the financial inducement the chief motivating factor?

TRUCK DRIVER: It wasn't entirely the money, Mac. I wanted a less dangerous job where you didn't collide violently with an annoyed taxpayer or a parent every time you stepped on the gas.

REPORTER: Don't you think that driving a truck is more dangerous than teaching school?

TRUCK DRIVER: Well, if anything happens to me now, I am insured by the brewery company. The board of education didn't worry much about anything that might happen, and it usually did.

REPORTER: How has your life changed since you became a truck driver?

TRUCK DRIVER: The hours are much better, and there isn't any homework. I now get overtime and a bonus at Christmas. The talkie-talk is less tiring, too. When my buddies disagree with me, we don't have to label it a "panel discussion!"

REPORTER: Has the change affected your social life? TRUCK DRIVER: I'll tell the world it has! Folks are happier to see me drive up, and they don't care what political party I belong to as long as I deliver the beer. It's easier on my wife. She isn't afraid to go to the bridge club, for she doesn't have to defend my methodology any more. There's less talk about her new hats, too.

REPORTER: What other advantages do you notice?
TRUCK DRIVER: My license is renewed automatically without attendance at summer school.

REPORTER: How do the jobs compare physically?

TRUCK DRIVER: Both of them have a lot of sudden jolts. School teaching is a little harder on the feet, while truck driving is a little harder on the kidneys.

REPORTER: Have you any other comments that might have sociological significance?

TRUCK DRIVER: I like to teach school, Mac, but the extra \$50 a week comes in mighty handy.

TENNESSEE NORTH CAROLINA S SOUTH CAROLINA S ALABAMA GEORGIA

Working Partnership for State-Local Administration

A. D. ALBRIGHT

Associate Director, Southern States Cooperative Program in Educational Administration

SUPERINTENDENTS and principals have been wondering for some time how far state education administration is going to move in on the local schools. There is little doubt that during the last 40 years state departments have obtained more power and exercised greater control over public education. This trend has accompanied the increase in the number of state dollars provided for the operation of local schools.

The professional staffs of state departments, however, have not been unmindful of the American tradition of grass-roots control of education. Lately, personnel of the departments in the southern region have moved toward a working partnership with local educational leaders. These departments see an unprecedented opportunity for providing the kinds of leadership called for in today's changing social scene in southern communities. This forward looking concept is being worked out in a positive, organized program through the Southern States Cooperative Program in Educational Administration.

Improvement through self-study and "consumer" opinion. Local educational leaders are playing an important part in self-improvement activities undertaken by state departments of education in the South. Recently, administrators in Georgia were invited by M. D. Collins, state superintendent of education, and the staff of the state department, to tell candidly in written form their judgments about the kinds of services that should be provided locally through state leadership. The results of this survey were used in a week's work conference for all professional staff members in an attempt to clarify their rôle as a unified state department of education.

In a study a little earlier, the Tennessee department of education asked

local board members, superintendents, supervisors, principals and teachers for their judgments concerning the department's services. The state department in West Virginia, encouraged in an improvement study by State Supt. W. W. Trent, has had some local educational leaders share in the further development of department services. As a result the department has recently been reorganized into three major functional units, administration, instruction and professional standards.

Part of a program for upgrading administration. These are examples of one kind of activity in state educational administration growing up in the C.P.E.A. in the South. Other states are engaged in related but somewhat different activities for improvement. They all stem from a positive, organized program beginning at the inception of the S.S.C.P.E.A. When representatives of local school systems, institutions of higher learning, and state departments of education came together in January 1951 to plan in general terms the nature of the S.S.C.P.E.A., state educational administration was one of the major work emphases projected. Subsequently, members of the state departments and chief state school officers in the region met in two conferences to set forth a planned program they thought was needed in state educational administration.

It was evident at the outset of the first conference that state departments, like other groups, had problems. Many were aired. Salaries of personnel were low, turnover was high, and demands for services were increasing. More fundamental perhaps, though no more comforting, were certain other conditions. No provisions existed for planned in-service education programs for staff members, such as staff workshops and conferences, internships and

interdepartmental exchanges of personnel. Moreover, little research was available or under way on the basic problems of state leadership in education. Coupled with the dearth of research was a scarcity of materials and guides readily adaptable for departmental studies and analyses.

More specifically, perplexing questions were raised. How can the continuous professional growth of personnel in state educational administration be provided? What is the leadership rôle of a state department in these times and how can it best be performed? What is the "climate" in which a state department must operate? How can research and study be developed in the various aspects of state administration?

In-service opportunities for all southern states. The department representatives and chief state school officers projected a program of closely related activities that would, they felt, hold promise of effective work on these knotty problems. The program has two main aspects, in-service opportunities for the growth of personnel in state educational administration and research.

It was reasoned that, if in-service opportunities for local school personnel were of importance to improved educational programs, then people in positions to furnish state leadership might find similar opportunities helpful for improved services to local schools. So it is not surprising that work conferences were proposed at which chief state school officers might grapple with the common problems and policies of the states in the region.

Similarly, work conferences, workshops and clinics for staffs of state departments were projected for regional coverage. Some of these opportunities have been arranged on problems cutting across entire departments, others with special fields of service or particular problems.

Different opportunities were also thought feasible, such as planned temporary exchanges of personnel between departments within the region, internships in state administration, and "traveling team" seminars for work with a department staff on its home grounds.

These in-service opportunities on a regional basis involve staffs of state departments and chief state school officers. A third group is also included. In the South, state boards of education generally set local educational policy more than do local Professional attention has been directed almost entirely, however, to improvement of local board membership and practice without any serious notice's being given to the development of state boards and their operation. About half of the members of state boards in the region now have been involved in an in-service program on leadership, functions and relationships.

Some in-service programs involve only one state. But all of these opportunities planned as regional or several state efforts hardly seem sufficient in themselves. After all, what happens within an individual state is the real concern. So planned inservice programs for the professional staffs of each state department are

given particular emphasis.

State department staff members in Alabama spent a week together in a work conference taking a look at basic functions of state educational administration. They tried to set out the kinds of leadership services that should be provided to local schools in performing those functions. Then the members considered the arrangements, such as organization, that would facilitate the leadership services to schools and communities in the state. In Louisiana a similar in-service program was started by Shelby M. Jackson, state superintendent, and his department.

What constitutes a good school program?" and "How can the state department provide leadership for such a program?" were the two main questions tackled by the professional staff of the South Carolina department in a work conference a few weeks ago. Study committees set up during the conference are still at work on smaller parts of these questions. The South Carolina department also is working on a county study in the state which is seeking to find out how local lay and professional leadership can be developed and how a state department can help with such a locally initiated enterprise. The Tennessee and Florida departments have also had extended workshops and conference sessions this year.

Research needed for leadership problems. The nature of the inservice opportunities planned in the region gave rise to the second major activity of the program in state educational administration. In-service programs, it was felt, should depend upon and use research findings and evidence, but not much in the way of research was available that bore directly on the leadership problems of state departments. So research became the second principal activity planned in the region for the improvement of state educational administration.

As departments endeavor to develop unified concepts of their leadership rôle, several areas for investigation loom significantly. Undoubtedly, many fields other than educational administration need to be explored for their contributions. Public administration, sociology, psychology, economics and anthropology are examples of other fields that may aid in the development of an adequate theory for state administration if research can be designed to derive and relate in a consistent fashion their principal pos-

Too, as a local school exists in a certain cultural atmosphere, a state department operatés in a multi-phase climate. An important part of this climate is the attitudes and judgments held by persons in many groups toward the state department and its rôle. Some of these attitudes and judgments are reflected in legal provisions, but perhaps the more important ones are not expressed in law. Rather they are indicated by the kinds of relationships and activities prevailing between the department and other agencies, institutions, groups and the local school communities. Much of this climate in which state educational administration operates remains unintelligible to casual or surface observation. Clearing the picture is a job to which research can earnestly and profitably be put. In this respect it can help to build and reconstruct the concepts and theory of state administration by furnishing an objective basis for understandings about the climate surrounding a state department.

Closely related to the climate of operation is the matter of prevailing practices. Ten of the 11 departments have already engaged in a regionwide study of current activities. Using a modified critical incidents technic, this research is seeking to picture the rôle of state departments by an analysis of hundreds of situations in which the activities of department members seemed to make a difference in school programs.

As concepts of a unified leadership rôle are developed, the services by which that rôle is performed will need to be characterized. The structural pattern and organization, procedures and technics of operation, staffing, financing and other arrangements that facilitate the provision of leadership services can be illuminated by various research studies and their findings. A large part of this research will depend upon a try-it-and-see approach by the state departments.

Accomplishments in the southern states. Out of the in-service and research activities the state departments of the southern states have been able in a short time to make several advances, among them:

- 1. The Georgia department has partially reorganized, combining several closely related activities into fewer functional units. Some clerical work and accounting have been centralized and put into machine opera-
- 2. The West Virginia department has reorganized from 10 divisions into three operational units.
- 3. A cooperative plan for research has been worked out by the Virginia state department and institutions of higher learning in the state.

4. About 50, or one-half, of the state board members in the region have been involved in an in-service

program.

5. Two state boards have adopted new policies and procedures.

- 6. Since January 1953, 377 state department members have taken part in state planned in-service programs.
- 7. Approximately 371 department staff members have engaged in research on current services, practices and activities.
- 8. Approximately 125 department members have participated in one or more regionwide in-service programs.

9. The South Carolina department is developing a team approach to the servicing of a local county school system engaged in a study-action program to develop local leadership.

Anticipated improvements in state leadership. The plans developed which interlace research with in-service opportunities and the accomplishments made so far point in the direction of three anticipations for the improvement of state educational administration in the South. They are aiming at:

 Developing unified concepts of the leadership rôle of state educational administration in these days.

Developing services by which a leadership rôle can be most effectively performed.

Developing arrangements and conditions that will facilitate the provision of leadership services.

Obviously, the extent to which these anticipations are realized in a state will depend upon the willingness and ability of a state department to do several things. Objective self-analysis in terms of clearly defined concepts seems essential. This may be extremely difficult because changes which appear advisable may run somewhat counter to long established practices and notions about functions and services. But assistance in self-study may be had from a number of resources.

Exploration and planning with colleges and universities appear worthy of further development. The institutions of higher learning in a state may be able to help a department think through its program, carry forward research on problems of state educational administration, and share in providing many services to local schools and communities.

The participation of local educational leaders in the self-improvement efforts of departments cannot be minimized. In unifying the deepening concepts of the leadership rôle of a department and of the services needed locally, school administrators and others in the communities over a state can assist greatly.

The 11 state departments in the South have launched a planned program through the S.S.C.P.E.A. that demonstrates both the willingness and ability to move forward in self-improvement. They are seeking and using the assistance of other agencies and local leaders. Their anticipations seem justified.

RED ROBIN HOOD

Everything's right in Rochester, N.Y., these days for the "big wheel" is back at his desk in the Educational Building. We refer to the big Spinning wheel and the superintendent of schools' desk. If anyone imagines eight months of illness has dimmed the wit or wits of James M. Spinning, let him read the verses below. He sent them, with Godfreyan humility, to the magazine that piloted him to new fame as a photographer's model last February. (See A.A.S.A. Convention Digest, THE NATION'S SCHOOLS, March 1953.)—ED.

Sherwood in the red dawn Is now a place of dread, For Robin and his Merry Men Are also very red.

Taking from the wealthy, Giving to the poor Is doctrine from the Kremlin . . . That is just for sure.

Comrades Tuck and Little John May wear the Lincoln green, But Will Scarlett's color Is all too clearly seen.

Doling to the needy
What the rich guys had
Is really Marx and Lenin . . .
Robin, thou art bad.

Poor Maid Marian, Doubled up with grief To find thee so subversive . . . She thought thou wast a thief.

Treachery as black as thine Knows not any cure; Thou should'st have given to the rich And swiped it from the poor.

We had our deep suspicions And now we truly know Thou shottest the party line From thy double-cross-bow.

Thou art no Earl of Huntingdon, No Locksley in disguise; Thou art a dirty Commy-rad Spreading dirty lies.

Thou art no gallant highwayman, But first of Communists. Elizabeth and Whittaker Have got thee on their lists.

Poor Maid Marian, She thought her man was good; A prototypical gangster, A medieval Hood. Varlet, caitiff, scurvy knave, Take a powder, flee. Herbert Brownell Junior Will get a file on thee.

Get thee gone from Sherwood, From Nottingham get gone. J. Edgar Hoover Will catch thee up at dawn.

Thy rancid ideology Is strictly from the tarn. That McCarthy man and Jenner Have been all around thy barn.

The sheriff may be sleeping Deep in Nottingham And slumbrous teachers giving Not one proverbial damn;

The sheriff may be sleeping, His noose may be a fake; But, Sherwood, to the Red Dawn There is one place awake.

Yes, there is still a White Spot Which virtue hath not fled— In the State of Indiana Robin can't be Read!

While lady book commissioners Can still stand up and fight, Sherwood may go left to hell . . . Indiana will go Right.

Be careful, little Hoosier folk, Walk softly, girls and boys; Sir Walter Scott we cannot take, And we can't stand Noyes.

Though bold and open they may seem, They're really deep and wily, Those heroes that you long adored When life was lived with Riley.

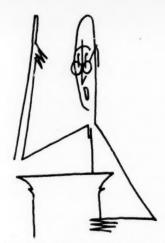
Be heedful, little Hoosier folk, Before the punkin's frosted All legends dear to childhood Are likely to get losted.

-J.M.S.

Six Characteristics of a Good School Board Member

RICHARD E. BARNHART

Director of Administrative Services Public Schools, Terre Haute, Ind.



The good board of education member is an effective public speaker, able to assist in interpreting policies to community groups.

WHAT kind of a person should a school board member be? What competencies and skills should a board member have? How may a board member most effectively serve a board?

These are questions which a research team at Indiana University has attempted to answer during the last two years. I was privileged to make the initial study which was designed to establish the qualifications for effective board membership.*

In the past, qualifications for successful board members have been expressed in such general terms as "honest," "public spirited," "unselfish" and so forth. Actually, such terms could be applied to a person in almost any job without throwing light upon the actual qualifications needed for the position. A more definitive list of qualifications for board members was needed.

The study made use of a research technic that utilized actual behavioral descriptions of school board members on the job. Superintendents and board members in 12 midwestern states were asked to supply from their experience incidents in which individual board members had been outstandingly effective or ineffective. These incidents were analyzed to determine what be-

havior traits were characteristic of both effective and ineffective board members. It was found that the specific acts of board members producing effective or ineffective results could be grouped into six areas of capability.

Within these areas certain requirements are grouped. These requirements are taken from the behavior reported in the incidents. Each requirement illustrates behavior that marked the difference between success or failure in a significant number of instances. The six areas of capability and the requirements in each are:

- 1. The effective board member accepts the principle of board unity and subordinates self-interest. He accepts the policy making function of the board. He accepts majority decisions and identifies himself with board policy. He refuses to speak or act independently of the board.
- 2. The effective board member provides initiative, informed leadership, and insight in planning and policy making. He suspends his judgments until all facts are known. He is able to identify problems and propose workable solutions. He is willing to devote extra time to board duties, and he will enthusiastically accept the ideas of others.
- 3. The effective board member understands and respects the executive function of the professional administrator. He supports the executive officer in his authorized functions and encourages teamwork between the

executive and the board. He recognizes problems and conditions that are of executive concern and refrains from attempting to function in the area of policy execution.

- 4. The effective board member displays skill in establishing and maintaining successful relations with the staff and community groups. He has a firm belief in the democratic process. He is an effective public speaker. He deals tactfully and sympathetically with teacher groups and committees. He maintains a mature social bearing. He assists in interpreting board policy to community groups, and his knowledge of group reactions enables him to aid materially the professional administrator in his public relation activities.
- 5. The effective board member has the ability to carry on successful personal relationships. He displays tact and firmness in dealing with patrons and teachers. He adapts to his fellow board members and fosters harmonious relationships. He is completely fair and ethical in all personal dealings.
- 6. The effective board member acts courageously for the good of the schools in spite of outside pressures and influences. He is able to weather criticism through firmness in conviction. He is able and willing to take sides in controversies and keeps uppermost the welfare of the children. He willingly shares in the responsibility for board decisions even though

^{*} Dr. Barnhart worked as a research assistant to Maurice Stapley, coordinator for the program on school board functions and relationships, Midwest Administration Center of the Cooperative Program in Educational Administration. The study reported in this article was the first piece of research in the school board program.

such decisions may not be universally

These findings support many established theories and beliefs about board member behavior. Attention is directed, however, to some areas of competency hitherto not considered too important. The emphasis upon public speaking ability is an example. The rôle of a board member in effectively interpreting board policy to community groups places the board member in a function not stressed previously. A large percentage of the incidents provided illustrated the importance of the board member as an articulate spokesman for the school program in the community.

Another important ability that must be displayed by the effective board member is in the area of staff relationships. Increasingly, boards of education are moving into more direct contact with staff groups and committees. Both superintendents and board members who reported incidents emphasized the importance of effective behavior in this area. Staff morale is vitally influenced by the behavior of board members in meetings and conferences with individual teachers and with teacher committees.

The results of the study characterize the effective board member as a person of many abilities, competencies and understandings. It is not enough that a member master only those skills necessary for successful participation in the actual board meeting. His influence is felt throughout the community. In reality he becomes, upon appointment to the board, an educational leader and spokesman whose impact upon the educational life of the community is comparable to that of the professional educator. Those charged with the selection or appointment of board members should consider this broader function in evaluating candidates.

Another phase of the study dealt with the relation of certain personal data to effectiveness or ineffectiveness of board members. Those who supplied incidents were asked to give information about the individual whose behavior was described. This information included age, sex, occupation, level of educational attainment, parental status, and length of service on the board. From these data it was concluded that the effective board member is most likely to be a person less than 60 years old, well educated, a professional or business man, and

the parent of children in school. There was no evidence that women are more or less effective than men. Experience as a board member increases effective-

These results are quite interesting in light of past beliefs about board member qualifications, but these personal factors should by no means be considered the sole criteria for selection or appointment. The study places greater emphasis upon the areas of capability and the requirements. These requirements are not found exclusively among certain occupational or highly educated groups. A potential

candidate should be evaluated on the basis of the six areas of capability and the requirements in each area rather than on the basis of age, occupational level, educational attainment, or other

Present board members can examine with profit the results of this study and related studies to determine the extent of their own effectiveness. The improvement and upgrading of the office of board member should be the object of concerted effort on the part of all institutions, agencies and community groups concerned with the education of our nation's children.

The Teacher's Right to Administer **Corporal Punishment**

LEE O. GARBER

Associate Professor of Education University of Pennsylvania

WHILE modern educational theory and practice look askance at corporal punishment, this position is in no sense a reflection of the legal principles involved. In a recent Ohio case, it was held that, in the absence of a statute forbidding him from using corporal punishment, a teacher may make use of it with impunity provided he acts in good faith and the punishment is not so excessive as to produce or threaten to produce lasting or permanent injury.* In addition the court ruled that in cases involving corporal punishment there is a presumption that the teacher's actions were correct and not excessive and that they were taken in good faith. One alleging otherwise has the responsibility of proving his contention the teacher will not be asked to prove that he acted in good faith.

This case is particularly important

because it is one of the few involving

corporal punishment that have appeared before the courts in the last couple of decades. (At an earlier time such cases were not uncommon, Now, however, since corporal punishment is made use of less frequently, such cases are comparatively rare.) Consequently, this decision acts as a check on the present-day attitude of courts on this question. Here the court not only endorsed the attitude formerly revealed by the courts but even appeared to advocate corporal punishment-at least it approved itfor it said: "School day memories of the average individual, including this court, will recall many experiences of corporal punishment more severe than this one properly given and of great benefit to the pupil and the school."

This case was an action in assault and battery against a principal who administered corporal punishment to an 11 year old boy. It was alleged that the boy, while on the way to school, threw a rock which hit a little

^{*}State v. Lutz, 13 N.E. (2d) 757 (Ohio).

girl and then "fibbed about it." The stone knocked the girl's glasses off and could easily have injured her eye. In paddling the boy the principal used a paddle of normal proportions and gave the boy from six to 15 swats. As a result the boy's buttocks were severely discolored-they were black and blue. The boy appears to have been an epileptic. The mother testified that as an effect of the paddling "he had three such fits." The day after he was spanked the boy's father and older brother took him to the office of the superintendent who saw the bruises, heard the story and did nothing. They then took him to the county juvenile court and talked to the boys' probation officer, who also took no action. Then they took him to the police court and filed an affidavit.

Five days after being paddled the boy returned to school and was examined by the school doctor and nurse. By this time the discoloration was gone but some tenderness remained. At a trial some two months later the principal was convicted of assault and battery by a municipal judge without a jury. The defendant appealed and, in the case reported here, the court of common pleas reversed the verdict of the lower court and held the principal not guilty.

LEGAL PRINCIPLES

Before giving its decision the court canvassed the question of corporal punishment and isolated the legal principles involved, which are quoted in detail here because of their importance. It said:

"When a teacher gives a pupil corporal punishment and is charged criminally therefor, certain fundamental propositions of law come to mind.

"First, the teacher stands in loco parentis [i.e. in the place of a parent] and acts in a quasi-judicial capacity and is not liable for an error in judgment in the matter of punishment.

"Second, the teacher's responsibility attaches from home to home [i.e. while the pupil is on the way to and from school].

"Third, there is a presumption of correctness of the teacher's actions.

"Fourth, there is a presumption that the teacher acts in good faith.

"Fifth, mere excessive or severe punishment on the part of a teacher does not constitute a crime unless it is of such a nature as to produce or threaten lasting or permanent injury or unless the state has shown that it was administered with either express malice [ie. spite, hatred or revenge], or implied malice [i.e. a wrongful act wantonly done without just cause or excuse], and beyond a reasonable doubt.

"Sixth, the defendant teacher is entitled to all the benefits and safeguards of the well known presumption of innocence."

In the drawing together and enumeration of these principles or criteria the court made its greatest contribution from the point of view of the casual reader. Nevertheless, in its applications of these criteria to the facts before it the court made some generalizations that are of both interest and importance. In the case of the first principle enumerated—that the teacher acts in a quasi-judicial capacity-the court pointed out that as far as a teacher acting as a punisher is concerned, his "quasi-judicial capacity . . . is therefore more impersonal and more impartial than that of a parent or step-parent punisher." In this connection it pointed out that in the case of a parent who was being prosecuted criminally for improperly punishing his child an instruction to a jury that, in order to hold the parent guilty, it must find he was "prompted by malice and ill will toward bis minor daughter . . . in inflicting the punishment in question, 'would have been improper since the severe punishment might have been inflicted because of ill will he had toward the parent's mother, sister or brother.' Not so in the case of a teacher because such a situation does not exist in our schoolrooms, and a school teacher rarely punishes one pupil for the misdeeds of another."

INNOCENT UNTIL PROVED GUILTY

With reference to the rule that the state in prosecuting the teacher must show not only that the punishment was excessive but that it was the result of malice, unless it was of such nature as to produce or threaten lasting or permanent injury, the higher court was critical of the lower court. It pointed out that the lower court emphasized the fact that the teacher must be presumed to be innocent until proved guilty. The lower court had stated there was no malice either expressed or implied. Nevertheless, in holding the teacher guilty, the court said: "This evidence . . . shocks the sensibilities of this court as this court believes it would shock the sensibilities

of the average individual under these circumstances, regardless of whether or not he is a disciplinarian of the old school." In evaluating this from the point of view of the legal presumption favoring the teacher, the higher court pointed out that the boy's teacher, who witnessed the spanking, the superintendent, the boys' probation officer, the school nurse, and the school doctor were not shocked, apparently. It also pointed out that there was no evidence of lasting or permanent injury. The family physician had been consulted, and, while noting the discoloration, he prescribed no treatment.

The court took cognizance of the fact that the boy had three seizures after the spanking, but it found no medical evidence to the effect that there was any causal connection between the spanking and the seizures. Consequently, in considering the presumption favoring the teacher, it said: "When the trial court called this punishment immoderate and excessive, the state's evidence was certainly given the benefit of most favorable interpretation. The defendant, and not the state, is entitled to such benefit when the law as to the presumption of interest is properly applied."

TEACHER'S RIGHT

From a study of this case it appears that a teacher's right to administer corporal punishment to a pupil need not be sought in the statute. It exists in the absence of a statute that expressly forbids his so doing. In order to be exempt from liability, however, the teacher must make certain that he agts in good faith; that he is not motivated by spite, revenge or hatred; that he acts only for just cause or excuse, and that the punishment he administers is not of such a nature as to produce or to threaten lasting or permanent injuries. Likewise, it should be noted that a teacher need not confine his punishment to acts committed on the school ground or in the classroom but may administer punishment for acts affecting the well being of the school which were committed while going to and from school.

In connection with the question of liability for administering corporal punishment, attention should be called to the fact that in at least one state, Texas, where the statute gives teachers the right to administer corporal punishment, it has been held that this applies to classroom teachers only and not to administrative officers.

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KATHLEEN MOON

Director, Audio-Visual Education Public Schools, Fulton County, Georgia

THE success of an audio-visual program—the use of a variety of nonbook learning aids in a school program—depends to a great extent on the ease with which these aids may be obtained. "Keeping them at the finger tips" is a worthy goal for any audiovisual department whether in a materials center or in an individual school's collection.

Keeping proper materials "at the finger tips" depends on several things: (1) an ample budget, (2) an awareness and alertness on the part of the director so that he will ascertain needs and direct purchases to meet these

needs, (3) current lists or catalogs of the materials available from the center, (4) suggestions and encouragement for teachers in the proper selection and utilization of all learning materials, and (5) one or two persons to be responsible for materials in the school and to follow the previous four steps with the school owned materials.

The first thing to consider in providing instructional materials is the budget available for purchase of materials both for a materials center and for materials to be owned and circulated by individual schools. Materials in the school system of Fulton County,

Georgia, are bought chiefly through funds allotted for three different departments. In each case part of the fund is furnished on a matching basis by the state department of education and part by the Fulton County Board of Education. In some instances, the school, through the budget of the parent-teacher association, shares in the purchase of materials.

One of these funds provides textbooks and maps and globes. A display of maps and globes is maintained by the Fulton County Board of Education with the cooperation of the map companies. A principal and a

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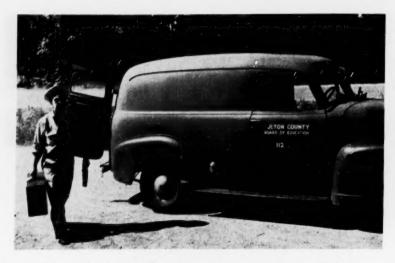
Gentlemen:
Please arrange for a Free Demonstration
at my convenience.

Name
Position
School
School Address
City
Zone
State

EDUCATIONAL DIVISION

CHARLES BESELET COMPANY

60 Badger Avenue, Newark 8, N. J.



Every school in Fulton County has truck delivery service at least twice a week. Some schools have three and others five deliveries a week. All audio-visual materials are as close to a school as the telephone, the next school mail, or a personal pickup.



Above: Films and filmstrips are inspected for breaks and other defects. Any needed repairs are made before the films are used again. Below: Pictures and pamphlets are kept in the files of this Fulton County high school to be used as needed. Flat pictures, charts, posters and art prints also are circulated by the materials center.



committee of teachers may come to this display center and examine the maps, globes, charts and map rails they wish to buy. The assistant superintendent in charge of instructional materials confers with the committee at the display center.

The budget for the audio-visual department is set up in four categories, one for new basic equipment, one in cooperation with the maintenance department for darkening classrooms, one for repairing and replacing equipment, and the largest one, for purchasing instructional materials. The Fulton County Board of Education allots these funds in its annual budget with the exception of a small matching fund from the state board of education for materials.

Materials circulated from the audiovisual department include motion pictures, filmstrips, slides, recordings, flat pictures, charts and posters, art prints, a few maps and globes, science collections, and a small amount of science equipment for elementary schools. These materials are selected by previewing groups, composed of teaching and supervisory personnel, specifically concerned with the materials being evaluated. These groups meet in the preview room at the central department or in the school, or oftentimes the materials are used with students and are evaluated by teacher and students together.

COMPARE BEFORE BUYING

In selecting projected materials for preview many sources are consulted, including professional magazines and producers' catalogs. Materials of like nature and grade level are requested for a specific date. We like to compare all productions of like nature before buying, or we compare them with subjects already owned. If we need more material on a subject we must decide whether to add a duplicate of a title we already have or add the new title.

Since our school system includes urban, suburban and rural areas, their various needs are taken into consideration when materials are purchased. Also the section of country, the climate, and industries have a bearing on a film or filmstrip to be selected. For example, a film on safety during the winter is not useful to schools in the South if the situations exploited in the film have to do with heavy snows, ice skating, and so forth. All high school departments and grade levels must be considered so that the funds are spent

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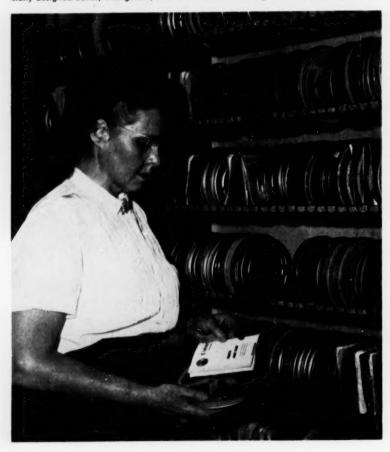
Easily Accessible from the Front. Easy removal of Thermostatic Motor and Valve Assembly with only a screwdriver makes it possible to inspect, clean or flush out mixer if necessary.

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Above: Principals and teachers go to the display center to examine maps, globes and charts before purchasing them. Below: Filmstrips and slides are housed in specially designed boxes, with guides, that are shelved according to the Dewey system.



to serve all. An over-all picture of materials on hand and the subjects needed must always be in the thinking and planning of the audio-visual director or the person in charge of buying—materials for in-service training of teachers, for parent-teacher study groups, for fun and special day observances, and for sheer beauty—to feed the soul.

Another source from which motion pictures are obtained is the state department of education. This service is free to all schools of the state with the exception of a small insurance fee. Many of our schools use the service to supplement the subjects in our own library.

My hobby is photography. When certain materials are needed and not available elsewhere, my cameras start clicking. Black and white prints are made for superintendents' reports, for the files, and for publishers of books and periodicals who request them. Colored slides have been made on the state of Georgia and of our Fulton County School buildings and activities. Particularly useful have been the slides of children's art and crafts work used for in-service training of teachers and also with children.

The utilization of radio as a teaching aid should be mentioned. Radio Station WABE-FM, owned jointly by the Atlanta and Fulton County school systems, provides another means of learning not only through listening but through actual experiences in writing, speaking and producing in the high school radio classes.

LIBRARY DEPARTMENT

The third department furnishing materials is the library department, through which all library books are bought for school libraries and the professional library. The recordings for the materials center and a limited number of recordings for the individual schools, on a matching basis, are bought from this budget. The recordings bought through this plan are chosen from a basic buying list. This list is made up after committees have carefully auditioned, compared and evaluated many recordings. Albums made specifically to accompany the music books are placed in each school by the music department.

Materials are easily obtained from the center. A complete list of materials is furnished each teacher, and a card catalog with descriptive annotations is placed in each school library for



Multi-purpose rooms mean better schools at less cost —but the equipment you specify is all-important!



Gymnasium to lunchroom for 200 in 8 minutes. Rugged, Schieber folding tables and benches are proven and in daily use in hundreds of schools from coast to coast. It's easy to understand why hundreds of school architects specify this make and why an increasing number of school administrators recognize this equipment as the logical medium in building the schools they need for less.

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Two sets of detachable Port-A-Fold type tables and benches fold into caster equipped steel carrier and roll away to wall or storage area.



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In-wall

Port-a-told

further reference. All projected materials and recordings are classified by the Dewey system or by subject headings. Blue catalog cards are used for recordings and salmon cards for projected materials. Recordings selected from the buying list are cataloged by title and subject and processed by the central library department.

Materials may be ordered on printed requisition forms at any time or, in an emergency, over the telephone. Every school has delivery service at least twice a week; some have three and others five deliveries a week. This makes the materials as close as the telephone, the next school mail, or a personal pickup.

When new school buildings and annexes are planned, the housing and circulation of equipment and materials are taken into consideration. A storage room with ample space for audio-visual equipment is planned near the school library. In the workroom of the library, in both elementary and high schools, are built-in record cabinets, filmstrip and slide cabinets, flat picture files, and shallow drawer space for large pictures and charts.

The audio-visual coordinator and librarian in each school work as a team in helping teachers and students obtain the learning aids available from the center and the school library. Often the elementary librarian orders materials, particularly science collections and flat pictures, to accompany library books that are in demand for a specific classroom study.

As time passes, the audio-visual department expects to spend more of its budget in placing science equipment, flat pictures, and basic filmstrips in the individual school—close "to the finger tips."

No mention has been made of the many free or inexpensive materials already in the schools. I do not mean to minimize their value or to ignore the many community resources. For example, our state department of geology lends a collection of Georgia minerals. One librarian has a card file on people of the community giving information on their hobbies, work or past experiences. This has been of inestimable value to teachers and students in bringing the community into the classroom and in carrying the school into the community, a good public relations feature as well as a way of utilizing firsthand experiences.

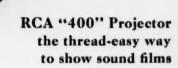
The director of the audio-visual department and the director of libraries, along with other supervisory staff members, meet periodically with faculties and individual teachers in specific study of the "how" of planning and doing things, and the possibilities and potentialities of various materials in the instructional program.

SEEK CHILDREN'S ADVICE

Perhaps we do not draw children into our planning as often as we should. One of our high school social studies teachers directed some students in previewing films and filmstrips for the purpose of selecting materials to be shown to the entire class. The students rejected some of the titles the teacher might have chosen—probably considered them to be too simple. However, they used some of the facts learned in their preview in coordinating their presentations to the class.

For an audio-visual program to produce results there must be a sympathetic understanding and cooperative effort by all concerned from superintendent to student. Materials are necessary, yes, but the audio-visual department must give service and the school must accept and use it wisely.





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School Food Service Grows in Professional Stature

Architects, Parents and School Personnel
Participate in Seventh Annual Convention

MARY deGARMO BRYAN

Professor Emeritus, Institution Managament, Teachers College, Columbia University

THE American School Food Service Association is increasing in numbers and growing up professionally. This young organization now has a membership of more than 5000—2000 of whom attended the convention in Boston November 10 to 13. During these four days the events and proceedings fulfilled the hopes of the convention chairman, John C. Stalker, who is director of the office of school lunch programs for the Massachusetts State Department of Education, that they would provide new and practical knowledge as well as inspiration.

Convention committees arranged trips to elementary and secondary schools, industrial cafeterias, food technology laboratories, markets and restaurants; an excellent display of visual aids and new school lunchroom designs; an exhibit by 90 firms of foods equipment, uniforms, cleaning

materials, and furnishings; music by schools, and a program of panel discussions and addresses dealing with all important aspects of the school food service at state and local levels.

Of special interest were sessions on nutrition and nutrition education; personnel problems; cooperation among administrators, teachers, parents, students, and lunchroom staffs; demonstration of food preparation; purchasing; cost control; safety; sanitation; legislation; work simplification; food technology; lunchroom design, and public relations.

One hundred participants included school lunch directors, supervisors and managers, nutritionists and technical experts, schoolmen and parents. Papers by some of these will appear in coming issues of The NATION'S SCHOOLS.

Heartening, indeed, was the enthusiastic support of the school lunch

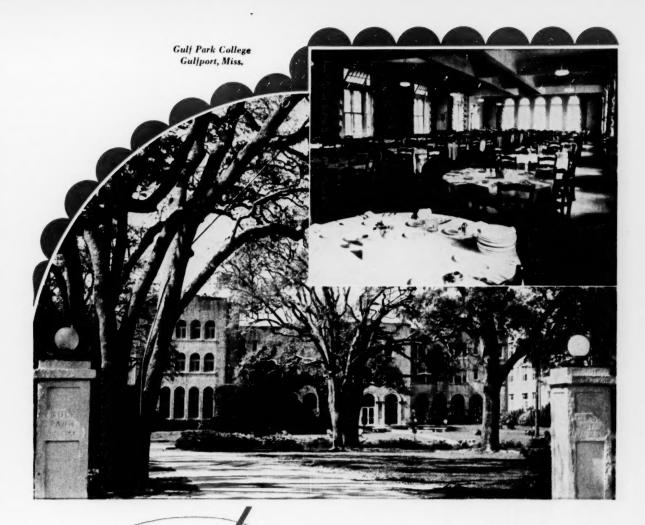
program by parents and educators. Mrs. Harold Murch, president of the Massachusetts P.T.A., emphasized the interest of her organization in building the community cooperation essential to the success of school lunch programs. Laura Drummond of Teachers College, Columbia University, led a panel composed of a cafeteria supervisor, superintendent, parent, teacher and student. Each member felt that the cafeteria was important to the school, the children, and the parents and that all were responsible for assisting the lunchroom to measure up to high standards.

A superintendent and a parent amplified this point at the session on good public relations. T. Joseph McCook, superintendent of schools at Haverhill, Mass., defined good public relations as "a good job well done and properly interpreted to your public."

"It almost seems impossible that we should have to have a public relations program about one of the main necessities of life, eating," said Dr. McCook. "But surely we do have, even in Massachusetts, a state in which school lunches were served as early as 1890 and which provided legislation giving the school committees the right to prepare and serve lunches in 1913. Citizens of Massachusetts are interested in the nation's health. They are interested in training people to eat the things which we produce on the domestic scene, and they are interested



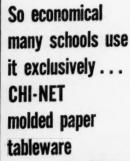
Portable equipment makes work easier for older cafeteria employes.



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Gelatine desserts that sparkle with invitation to young and old alike! Their crystal brilliancy and taste-tempting colorfulness is matched only by their rich true flavor. This irresistible goodness is found also in Sexton Creamy Chiffon Fluff and Sexton Delicious Puddings. You may serve these products of our own Sunshine Kitchens with assurance that their economical cost will not lessen your patron's enthusiasm.







Dishwashing can be eliminated entirely by this sanitary, disposable tableware. Individually molded to shape and depth of standard chinaware . . . CHI-NET plates and dishes are attractive as well as practical. You can pile these plates and dishes high with food . . . they'll never buckle or bend when held by the rim. Waterproofed and grease-resistant, CHI-NET doesn't get soggy, resists pressure of knife . . . won't scrape or flake off. By the makers of the famous KYS-ITE MOLDED PLASTIC TABLEWARE.



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 in making it possible to obtain good food in schools for the improvement of health of all school children.

"Then why do so many people fight it? They fight it externally as citizens and parents, and they fight it internally as school administrators and teachers because it interferes with the traditional way they have had of doing things. The school lunch is one of the many things which is in competition for time.

"Teachers say: 'Where are we going to get the time for it? The noon hour is the only time I have to rest.'

"While it is not likely that we can establish the private school atmosphere in which teachers eat with their students in all public schools, teachers enjoy the lunch hour experience of eating with students and appreciate the possibilities for social education this provides.

"Other schools make adjustments for teaching load and still others give extra compensation for lunchroom teaching time. If a teacher is really sold on her job, she should be willing to teach children dietary habits, what to eat, and how to eat properly. That is a life experience that can be used as part of any education program. All children are interested in eating, and teen-age children in particular are much interested in manners."

COMPETITION FOR TIME

"The school lunch is in competition for the time of the superintendent, although he realizes that he cannot teach health if a great number of his classes have not been taught proper food habits. He is confronted by the fact that budgeting, financing, accounting, insurance of personnel, and requisitioning of food all require some part of his time. It is important that the school lunch manager prepare everything in advance which requires his action and keep him informed of lunchroom activities.

"The lunchroom program is in competition with other school activities for space. If children are to patronize the lunchroom and enjoy eating there, the room must be an attractive place in which to spend the meal hour.

"Good location, good lighting and ventilation, pleasing decorations, acoustical treatment, floors and equipment that permit good sanitation and safety are desirable. If multiple or staggered lunch periods, combined with supervised programs of outdoor recreation and indoor games are used, a smaller lunchroom is required. If classrooms are used for the service of food in the lower grades, a clean-up program is necessary in this type of service. The school lunch also is in competition with food in near-by stores in communities in which children are permitted to leave the grounds.

"Community antagonism to the school lunch arises from many causes. Some of these are lack of information, disapproving opinions expressed to school committees by teachers and administrators, the philosophy that children should go home to eat or bring their lunches in bags, the idea that the school lunch program is political and that it is still something that the Democrats and Republicans are fighting about, and the idea that school feeding is a charity program.

"All of these ideas and questions can be satisfactorily adjusted in communities, but effort and information are required to ensure the support of the community."

GETTING STARTED

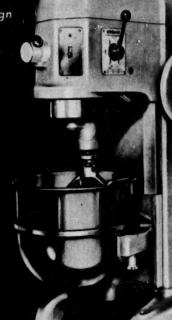
Streeter Stewart, a Boston newscaster and a parent who lives in Lexington, described some of the procedures Lexington followed in establishing a lunch program in one of the elementary schools. Mr. Stewart raised the need for school lunch at a P.T.A. meeting. Teachers and the principal attending the meeting were apprehensive at the idea of school responsibility for a lunch program.

"We decided to mimeograph a letter of explanation for parents, with provision for the return of opinion. The replies in favor were overwhelming. So we decided to start the program. First, there had to be a sponsoring agency. We found that the school committee [board of education] was not too receptive because it felt that if it did it for one school, it might have to do it for other schools. We did get the committee to agree, however, that approval on a citywide basis through the town meeting might be the solution to our problem.

"I presented the facts to the town meeting. Some people felt that it was a charity program not required by the people of Lexington, who are on a relatively high economic level. Others felt that it was political, that there might be difficulties in connection with the monies that would be handled. Limitations on the privilege of addressing the floor in the town meeting prevented my answering these

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questions, and little progress was made at the first meeting.

The mothers were concerned that the program get under way. They feit that this good thing, almost within reach, should be made available to their children. We decided to utilize the P.T.A. as a sponsoring agency, and by continued effort we succeeded in convincing the majority of the people that we had a good thing to offer to the schools.

We met the problem of equipment by purchasing it at good prices on delayed payment plans, which we underwrote as individuals. We coped with the many problems of personnel, avoiding the employment of unqualified persons for reasons other than ability. We established a weekly prepayment program, which helped to carry us through our first precarious financial operations. With the establishment of the lunchroom came hearty support from the children who enjoyed eating at school, from others who found the plan more economical and desirable from a nutritional standpoint, from fathers who formerly had felt that there was some desirable educational feature in eating lunch from a paper bag, and from teachers who enjoyed the convenience and economy of the school lunch.

"Parents (two at a time) volunteered to assist teachers in the lunchroom at meal hour, and teachers were paid an additional amount for supervising on the playground the additional number of children who remained at school because of the lunch. As a result of the successful lunch in our school, the lunch program went into a new elementary school and a new high school, which had been built recently in Lexington."

A superintendent of schools, an architect, a state director of school lunch and nutrition, an equipment engineer, and a member of a state building department participated in the section on cafeteria planning. Anna Kloss, superintendent of teacher training for the Massachusetts State Department of Education, was chairman, and Francis W. Muldowney Jr., director of the public school of Brookline, Mass., was leader.

Mr. Muldowney selected members of the panel on the basis that the public and the school staff should work together with architects and designers in the development of a lunch program. One panel member, Edmund H. Thorne, superintendent of schools in West Hartford, Conn., believes that the school should provide opportunities for *all* children to eat in the lunchroom. In the elementary schools in West Hartford, 95 per cent of the children eat lunch in the public schools, thus justifying the results of preliminary surveys showing that the community favored providing lunch facilities for all children in new elementary schools in all neighborhoods.

PART OF EDUCATIONAL PROGRAM

'A school lunch program is more than just a feeding program," said Dr. Thorne. "We view it as an integral part of the educational program-an opportunity, first of all, for children to learn social graces. Boys assist the girls with their chairs. Children are taught how to use silver. They learn good manners at table and to wait for one another. Grace is said by the host or hostess at each table. Elementary teachers eat with the children and vie with one another for this opportunity to get to know pupils on a less formal basis than in the regular classroom. We have no separate dining rooms for teachers.

"There also is an opportunity for the children to know one another and to enjoy talking together. The lunch hour provides an opportunity also for parents to visit the school. Best of all, it does something to build and develop school morale, and, of course, children do learn about new foods and the values of foods.

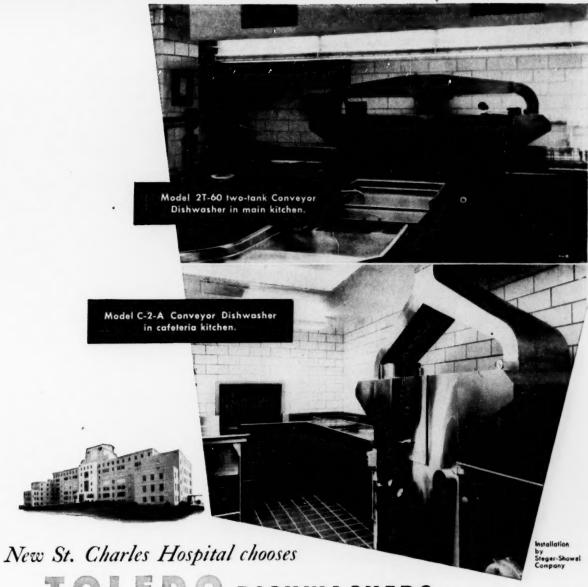
"We make it possible for all children to participate. If any child brings a lunch, we provide silverware and we seat him with the rest of the group.

"Our cafeterias are under the supervision of a trained dietitian with trained help. They are not operated as concessions or with assistance from P.T.A.'s; they are completely under the direction of the schools.

"Serving is continuous, and there is never more than one class waiting to be served in the cafeteria. All pupils proceed from classrooms to the washrooms before going into the dining room. We have no cashier—all go through the line, and we depend on their honesty. They pay the teacher once a week or once a semester. This is possible because we have the one-price meal only.

"In the dining room we use small tables of the pedestal type that seat





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Control your costs with Toledos throughout your kitchen! Choose from our complete selection of Dishwashers and Food Machines of types and capacities for all restaurant and institutional food serving requirements. Send for bulletin 100-J. Toledo Scale Co., Rochester Division, 245 Hollenbeck St., Rochester, N. Y.



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STEAK MACHINES

four-some square, some round. The dining rooms are colorful, attractive, cheerful and in many cases open onto a landscaped court.

With our continuous service, it is possible for us to serve easily 500 children from one serving line. Because we use small tables, we allow about 15 square feet per child for dining room seating."

Francis B. Sellew, architect, Boston, believes that the design of a school cafeteria should serve the needs of a school and community as detailed in a sound educational program.

"Such a program," said Mr. Sellew, "will outline the function of the cafeteria with respect to the rest of the school and to other schools in the district and will consider the community and adult uses of the plant. This program will indicate the size of the cafeteria, requirements for future expansion, and operating details of the food service. It will establish relationships between departments and use of the cafeteria for instruction and possibly for community food preservation projects.

"The architect will locate the cafe-

teria in relation to play fields and possible outdoor sunning and eating areas, to service roads, public access roads, and public utility lines. He will attempt to take advantage of outlock and good orientation.

'It is important to plan the circulation of pupils from classroom to places to wash their hands, to places to use their books, to serving lines, to the tables, to the dishwashing room, to after-lunch recreation activities, and back to classrooms.

Kitchen facilities are designed to provide smooth flow of raw foods from the highway to the loading platform, to long-term storage, to short-term storage, to refrigerator storage, to preparation areas, to serving counter, and to facilities for the disposal of

"In connection with storage facilities, consideration must be given to food purchasing practices: Are markets local? What quantities of various items are purchased at one time?

The architect must provide lockers and toilet facilities for employes, storage for cleaning equipment, storage for non-food items, and supervisory facilities. He must make provision for easy storage of equipment required by other activities which will take place in the cafeteria space. Such activities may include anything from the use of the space as a study room or a students' activity room to a room for use in the evening by adults' square dance groups.

"It is taken for granted that it will be possible to close off the kitchen from the cafeteria for such uses."

PLANNED FOR COMMUNITY USE

"For community use, provision must be made for toilets and for the storage of coats and cafeteria tables.

'Heating and lighting of the cafeteria should be located so that it is possible to use the cafeteria independently of the rest of the school building after school hours. Light should be flexible enough to provide the intensity required for study and the softness for social gatherings. Doors and windows must be screened. The cafeteria should conform with state laws for sanitation: have hot and cold-water faucets and cold outlets at convenient locations, have vermin-proof storage bins, be burglar proof, be easily cleanable, and have separate rooms for refrigerator compressors.

Tables and chairs should be light in weight, may vary in size and shape,



Daily food service for over 7000 employees alone is a feat in itself. To this problem, Eli Lilly and Company applies the same skill and planning that has made Lilly one of the great names in pharmaceuticals and medical research.

Lilly cafeterias have been using

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Management and employees alike sum

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- They make it easy for you to serve taste-tempting high-quality dishes around the clock, if necessary!
- They give your menus greater variety!

Try These Heinz Ready-To-Serve Varieties Soon...

See Your Heinz Man!



You Know It's Good Because It's HEINZ!

and should seat from four to eight students. Different colored table tops and chair covers can be used to subdivide a large room into more intimate dining areas. Attractive curtains of durable materials filter the light and help to overcome the institutional aspect of a large room."

Frances Livingston Hoag, chief of school lunch and nutrition for the Pennsylvania State Department of Public Instruction, agreed with Architect Sellew that cooperation of several groups is essential to good planning. "If the architect comes alone to our

department with his plans, we cannot make a decision as to space required unless we know whether the administrator plans to have a staggered lunch program or to seat a large number of children at one time," she said.

She also emphasized some of the factors in school lunch operation affecting selection of equipment, which differ from those determining equipment in industrial and commercial food services.

"First of all, the school lunch is an educational program designed to improve the nutritional status and food habits of our children. For that reason it has developed into a meal type of service because that is the most practical way to meet the goal. It is wise to allow a choice within the meal pattern in secondary schools in order to satisfy the adolescent urge to make decisions.

"Remember that the school meal is served during a relatively short period of time. We do not need, therefore, many types of equipment for holding food that might be required in other types of food service.

"It is also necessary to remember that school service provides only five meals a week, or 180 to 200 meals a year. It is necessary to keep equipment to essentials, with maximum efficiency.

"School food service is a nonprofit enterprise, and the less expensive foods commonly used require equipment suited to their preparation. For example, ovens are useful and desirable while broilers for steaks and chops would not in all probability be required."

LABOR-SAVING DEVICES

"Labor costs must be kept in mind, and labor-saving devices used whenever feasible. For example, a silverdip sink in the clean-dish table makes it unnecessary to towel silverware. Provide items of equipment which will avoid transferring or rehandling of food or equipment. Portable racks for trays and silver have a dual purpose. They allow space for employes entering the dining room from the serving area in order to take care of spills and they carry trays and silver directly from the dish machine to the serving counter.

"Another important consideration is the age group of cafeteria employes. Most of these are older women. They become fatigued when working at low sinks. Therefore, we use sinks with 10 inch deep compartments and with drainboards about 38 inches high; portable work tables 36 inches high; can be used alongside these sinks and rolled under the drainboards when not in use.

"These women do not like stretching and reaching. We therefore eliminate overhead racks, using portable utensil racks instead.

"We use portable racks and tables for all purposes wherever possible. We provide safety measures, such as the use of a marine or V-edge on work



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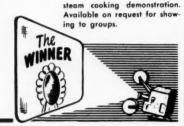


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tables to keep food from falling on floors. If one serious fall is prevented by this provision, the small extra cost is warranted.

"Instead of using mop sinks and cleaning closets, we find it better and cheaper to use a floor drain with a high swinging faucet, so that mop trucks can be rolled directly under them and emptied without lifting.

"We keep kitchens flexible because of possible and probable expansion. We eliminate sinks and cooks' tables because such installations limit flexibility. We provide outlets for necessary connections for pieces of equipment which may be used in the future but which are not now required.

"In the selection of permanent features, such as flooring, it is well to keep in mind that school cafeterias are expected to last for many years and are frequently paid for over a period of 40 or 50 years. It is therefore desirable to use good materials in essential structural areas."

Henry K. Fitzgerald, equipment engineer, Boston, also stressed the importance of labor-saving equipment which is now considered essential in school operation as well as in other types of food service.

He agreed with Miss Hoag that suitable trycks, dollies, racks and work tables "on wheels" make it possible to handle supplies and materials with minimum effort.

Machines such as peelers, choppers and slicers of suitable size minimize labor and may add to the attractive appearance of the food. There is a tendency to standardize pans, using square or oblong pans instead of round jars. This permits transferring food from cooking units to serving counters without rehandling.

"Pass-through cabinets, such as refrigerators, warmers and bakery cabinets, can serve as kitchen partitions; at the same time they facilitate the delivery of food from preparation to serving areas. These units also provide reserve storage for speeding food service."

ADVICE NEEDED

Basil L. Hick, associate to the director of school buildings and grounds, New York State Education Department, stressed the importance of the advice of state school lunch staff in connection with new school plans, especially since there are 17 states without school building specialists on their staffs.

In New York State the seating space allowance is 10 square feet per person seated, assuming the use of tables for six or eight children. Kitchen space is approximately one-third that of the total seating space and includes locker and toilet facilities for employes, pantry storage, walk-in refrigerator, preparation area, soiled dish area, and service line. One line is provided for each group of 500 or 600 children.

Mr. Hick emphasized that in the selection of equipment it is important to keep in mind a long-range program. Equipment should not be selected for the kitchen help presently employed, who might be afraid to use a steamer or modern mechanical equipment. He emphasized, as did previous speakers, the importance of providing outlets for equipment to be added at a later date. He felt that conferences held throughout the state by the state school lunch staff for the planning and equipping of school lunchrooms were of great value to school administrators.

The 1954 convention will be held in Miami Beach, Fla., on November 16 to 20.



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MAINTENANCE AND OPERATION

The Teacher's Part in Selecting Teaching Supplies

MONROE MELTON

Director of Purchases, Supplies and Equipment Board of Public Instruction, Dade County, Florida

NOT only the conventional tools of teaching should be made available to the teacher, but she should have much to do with the selection of the tools of her choice.

The skilled teacher can do a better job of teaching when she is encouraged to use her own devices, plans and methods within the larger pattern of the system in which she works, for such freedom to select releases her initiative, imagination and ingenuity for the teaching-learning process. Supplied only with what others have selected for her and required to conform to directions handed down from above, her teaching cannot but lack spirit and vitality.

How can the purchasing department observe the best practices in quantity buying and at the same time permit the teacher to have large freedom in selecting those supplies which she can use most effectively as teaching aids? How can the potent influence of teacher selected supplies be kept unimpaired and the necessary uniformity of the course of study and the curriculum be observed at the same time?

Both quantity buying and a large degree of uniformity are essential for school systems.

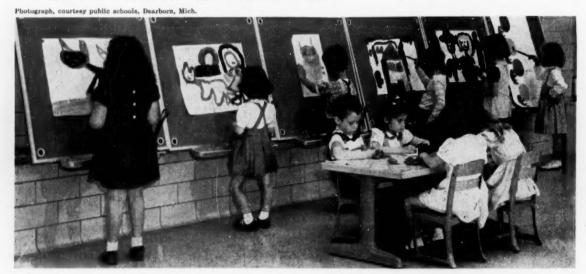
The buyer, if he knows the principles of education and appreciates the work of the teacher, will seek the assistance of the principals, supervisors

and assistant superintendents responsible for the educational program and through them discover the desires and needs of the teachers. On them he must depend for the selection of the tools best calculated to make teaching effective. To break down the procedure to the level where the buyer would deal directly with the teachers would be to by-pass the potent influence of specialists and would involve the buying in impractical details.

I can describe a good procedure best by telling about the practices in a large system where some ninety thousand pupils are served by some thirtyeight hundred teachers, supervisors and administrators. Compilation of a basic list of supplies by committees representing all levels and all areas of the education program is a basic essential. The list establishes an area within which most of the needed supplies will be found. It should be modified as frequently as changing conditions indicate a need. Within the area prescribed, representatives of the various divisions develop their lists of supplies best adapted to the needs of the teachers and pupils. The teachers have large representation and comparable influence. I can indicate the procedure more clearly by illustrating the selection of supplies for a specific area, art.

The supervisor of art and her assistants meet with art teachers and the principal of each school. For smaller

The art supervisor and art teachers should cooperate to select needed supplies.





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schools joint meetings may be held. Needs and preferences for the ensuing year are discussed. These are educational meetings in which freedom to express and support opinions and preferences is the rule. Directions are not "handed down" to teachers. But the broader training and more extensive experience of supervisor and principal prevail when the whims of an individualist or the persistence of the less efficient are too vigorously asserted.

From these several study and discussion groups come the corresponding lists of supplies needed by the teachers of all the art classes. The supervisor and her assistants review, compare and revise as more mature judgment directs and finally compile the lists of the numerous kinds of pencils, crayons, papers, paints, brushes, erasers and other items needed. The teachers' contributions in the selection of the numerous items and their sizes, weight, texture, colors and quality are pertinent, for these teachers are the ones who will use the items.

When the lists are compiled, showing the number of each of the many kinds of pencils, the number of packages of the large assortment of paper, and corresponding data for the many other items, the purchasing department prepares the specifications that will tell the vendors exactly what is wanted, advertises for and receives bids, selects the best for approval by the board of education and issues the purchase orders and contracts.

The same process, varying with the personnel involved but always with the teacher active in the selection, is used when supplies are purchased for the classroom, for music, industrial arts, homemaking, physical education, and the education of handicapped children.

UNFORESEEN NEEDS

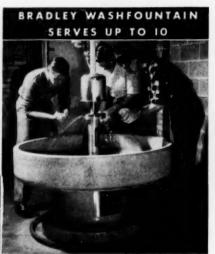
In between the larger areas of classroom supplies and the special fields are many items not included. Needs of the run of the day, the unusual situation, conditions unforeseen by the study groups, the new and the experimental which may develop after the lists are made up—these are the needs of teachers, principals, supervisors and others as the ever varying picture changes from day to day. Cooperative planning cannot anticipate this miscellany of items. Originating with the teacher or others engaged in the educational program, the requests for items are transmitted to the purchasing department by principals or supervisors on a requisition form. Usually the quantities are not large and the costs are small, but the items are nonetheless important. Such supplies are obtained with a purchase order based directly on the requisition. Compilation of such items for bids to obtain. better prices is not practical. Frequently immediate delivery direct to the school where the supplies are needed is an essential part of the transaction. The skilled worker must have the tools when she needs them for her

The principles and practices I have described seem to me to rate in the bracket of top level educational policy. While my article deals primarily with supplies used by teachers, the same principles and practices should be applied to all other educational aids from classroom seats to school buildings. Teachers are neither manufacturers nor architects, but they are qualified to contribute usefully to functional design for better educational service of all the tools provided for an effective educational program.

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wire from Washington

Eisenhower's program

► The messages President Eisenhower has been sending to Congress throughout January tell schoolmen for the first time what he'd like to see done (or left undone) by the federal government insofar as the interests of education are concerned. The program, if Congress goes along, would look something like this:

No general federal aid to education, certainly. Some aid for school construction for needy districts—in 1955. Cuts in vocational education funds. Some cuts in land-grant college funds. Decreases in money going to federally affected school districts. More surplus foods for school lunches, but a reduction in cash outlay for this purpose. No universal military training. Franchise for the 18 year old. End of school segregation in District of Columbia. Social security for educators.

But the big news in the messages, especially the State of the Union address, is the President's acceptance of the proposal to stage a White House conference on education, by 1955 at the latest.

It was Mr. Eisenhower's notion, at the time he wrote the State of the Union message, to restrict this national conference to school construction needs only. Here is how Mr. Eisenhower presented this idea in January:

"The federal government should stand ready to assist states which demonstrably cannot provide sufficient school buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each state, culminating in a national conference. From these conferences on education, every level of government —from the federal government to each local school board—should gain the information with which to attack this serious problem."

But it appears likely that the state conferences on education will range over a broad, unrestricted field. And, of necessity, the White House conference will also touch on subjects other than school construction.

The idea for such an event was first considered by the late Commissioner of Education Thurston, was later developed by Commissioner of Education Brownell, and now has received all-around approval. The Council of Chief State School Officers is pleased with the proposal and so is the American Council on Education.

Will Congress agree?

► Two philosophies dominate Mr. Eisenhower's plans for education: retrenchment and decentralization; cutting federal funds, and bringing the programs closer to the people.

The majority of Congressmen are said to like these ideas. But whether Congress means business is to be seen when a vote is taken on vocational education funds for next year. The Administration plans cuts in the George-Barden funds and a gradual withdrawal of the federal government from reviews and supervision of state trade training plans. Will Congress agree? Last summer it did not.

More aid for school lunches

▶ The President's plans to increase the foodstuff contributions for school lunches stems out of his new farm policy. We must "insulate" food surpluses from the normal channels of trade for special purposes, said Mr. Eisenhower. We must move food into consumption instead of storage. That is where the school lunch program fits in nicely. The more surplus foods school children consume (at no or low cost to them) the smaller grows the threat of "overhanging surpluses."

(And surpluses sometimes develop in unexpected places, including the orchards of Washington State. A bumper crop of pears has so flooded the market that the Department of Agriculture plans to buy the surplus fruit to give to schools.)

Social security if wanted

► As his January messages have shown, President Eisenhower believes in bringing social security to as many Americans as possible. So does Secretary of Health, Education and Welfare Hobby. Among the first things Mrs. Hobby did on becoming secretary was to appoint a group of consultants to advise her whether it is desirable to bring this form of federal protection to those not now having it. The consultants said, "Yes." So far as the public education workers were concerned, the consultants reiterated the classic formula: Teachers and other employes of state and local governments should be taken into the social security system only if they wish.

There appears to be no opposition on Capitol Hill to including teachers under social security. Only the details for doing so remain to be worked out. Although there still remains some opposition among the organized teachers themselves, it is not nearly so strong as it used to be. The N.E.A. policy, for example, is no longer to oppose social security flatly. Instead, its policy now states that if local retirement systems are to be supplemented by federal social security, "the legislation should give unconditional assurance that the total retirement benefits will not be reduced below those now guaranteed by present law."

Few will be the laws enacted at this session for the benefit of public education. But it appears likely that Congress will give educators the right to take social security benefits—if they so desire.

Signs of recession

Economists in Washington are still debating whether a recession will develop in 1954 and how serious it will be. They are watching for danger signals—increase in claims for unemployment compensation, layoffs, drop in consumer buying, large-scale with-



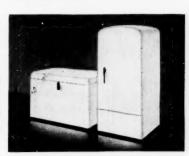
When students hear about a new freezer being installed in the school laboratory—it becomes a subject of conversation. They're interested, because the home freezer is growing constantly more important in American homemaking. It is helping to revolutionize food shopping and food preservation, as well as meal preparation and meals themselves. The family that has a freezer lives better. Meals are more likely to be well balanced. Food cost can be lowered.

That is why students need, and are eager for, instruction in the proper preparation and packaging of foods for freezing—the modern method of food preservation. They expect your school to "be modern—electrically."

You need a freezer to teach food freezing-it's not difficult to have one in your school laboratory. The cost is moderate, and installation is simple. This appliance doesn't require special wiring—simply plugs in like a refrigerator. If your school doesn't have one, your local electric light and power company, or electric appliance dealer will tell you how easy it is to obtain and install.

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drawal of savings. But there are two other indexes of a recession, visible first to school administrators:

 Is there a sudden interest in adult education courses? People without jobs frequently look to the public vocational schools for training in new salable skills. And people with enforced leisure often turn to evening courses.

2. Is there a sudden increase in the number of applicants for teaching jobs? When business is good, capable people leave the classroom; when business becomes bad, they try to return to the teaching profession.

A recession, therefore, will make its immediate impact on the school administrator. He should be alert to its imminence.

Exemption for annuitants

▶ One of the N.E.A.'s legislative jobs this session is to convince Congress that the income on which retired teachers live should be exempt from taxation—at least \$1500 of it. And to prove that the N.E.A. is not concerned with teachers alone ("class legislation" is an ugly phrase in Washington), the N.E.A. is supporting a bill which would grant this exemption to all retired persons whose bread and oleo depend on fixed pensions.

The bill the N.E.A. would like to see passed is Representative Mason's H.R. 5180. In technical terms, this bill would amend the Internal Revenue Code to provide that \$125 a month of retirement income shall be nontaxable. But this is not the only amendment that tax experts, pressure groups, and legislators are getting ready to push at this session. In fact, the entire Internal Revenue Code is under study by a staff headed by Colin F. Stam. It has been said that Mr. Stam's mind is a veritable catalog of proposals for income tax changes to be submitted to Congress. Just how big a spot Mr. Mason's proposal holds in the mind of Tax Expert Stam is still to be seen.

However, the proponents of the Mason bill are not idle. They have been flooding Congress with letters and telegrams pushing their point of view. They argue that the retired person is the "forgotten man" of 1954, that he needs relief from the shrinkage of the dollar. They also argue that the Mason bill would go a long way toward eliminating many an unfair tax practice. For example, retired railroad workers are enjoying a tax exemp-

tion on their income up to \$2400. Those receiving old-age and survivors insurance benefits are exempt from taxation. So are veterans receiving benefits for active service. In all, some nine million persons are blessed with tax exemptions on their retirement incomes. Why not, then, equalize the tax treatment for all retired persons? These arguments are used by the N.E.A. as well as by nearly a score of other organized groups, representing public and private employes.

The prospects? Congress will listen to these pleas but will do nothing at this session. Passage of the Mason bill would mean loss of revenue. Many observers doubt that Congress will accept changes in the tax laws which would cost the federal government still unestimated millions at a time when revenues are to drop as a result of over-all tax reductions.

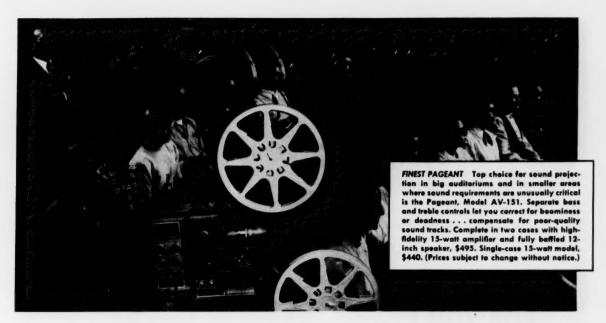
Facts about foundations

► The Reece committee to investigate foundations has a complaint. More than a century ago, it says, four successive royal commissions sat for 18 years to study the charitable foundations which existed in England at that time. Today, the Reece committee has only 12 months to study the 32,000 foundations, trusts, councils, funds and other money dispensing groups operating in the United States. "Obviously, we can only scratch the surface," said one member of the Reece staff. Hence, Rep. B. Carroll Reece of Tennessee is preparing to ask Congress for more time and more money.

But what is the Reece group doing now? It's laying plans to determine which foundations are using their resources for un-American and subversive activities; for political purposes; propaganda or attempts to influence legislation.

Just how near the surface of its task the committee is is indicated by the fact that its members still wonder what constitutes a foundation. "There isn't even a legal definition for such a group," says Mr. Reece. The only rough guide is its tax exemption status, and the Bureau of Internal Revenue has listed all the 32,000 tax-exempt organizations by name. About a hundred of these have assets of \$10 million or more. Others have small endowments and can command only a few hundred or thousand dollars.

What a foundation does with its money is what concerns the Reece



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Only a Pageant permits exact sound focus on all types of film. Kodak's exclusive Fidelity Control lets you adjust the scanning beam for quality reproduction with any type of 16mm. optical sound film, regardless of the position of the sound track!

And only a Pageant can give you all these other important sound-projector features: Permanent pre-lubrication—another Pageant exclusive—eliminates the need for oiling maintenance, lengthens projector life, and helps to make the projector out-

standingly, permanently, quiet in operation. A unique field-sharpening element built into the standard lens corrects for the curvature of field existent in all conventional projection lenses so as to make possible complete over-all image sharpness. True rating of amplifier output . . . quality speakers of adequate capacity and baffling . . . and the availability of matched additional speakers for acoustically difficult conditions—insure that sound can be made ideal . . . anywhere. And perhaps most important of all, you pay no premium for Pageant excellence—each Pageant model is the lowest-priced projector in its class!

Pageants for every 16mm. need

There are in all six Pageant models—three sound-and-silent machines and three sound-only projectors equipped with Kodak's super-brilliant Plus-40 Shutter. They range from the 7-watt Model I, economical top choice for average showings... to the powerful 15-watt Model AV-151, shown above. This complete range of equipment makes certain that you can fill your requirements with a Pageant exactly equipped for the job. See your Kodak Audio-Visual Dealer soon—or mail the coupon below.

Here's what A-V experts say about EXCLUSIVE Pageant pre-lubrication



"Because so many different people teachers and students alike operate projectors, proper maintenance is a matter of luck. With permanent lubrication, maintenance is

no problem. Anyone who has a Pageant is lucky in more ways than one!"

L. H. Sanborn, Visual Aid Consultan McCurry Foto Co. Sacramento, California

"Our experience indicates clearly that hit-or-miss lubrication is the chief-cause of damage to school projection equipment. The Pageant Projector's permanent pre-lubrica-

tion totally eliminates this problem-and we're happy to endorse it."

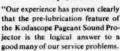
Charles Baum Baum's Sporting Goods, Inc.



"No wonder the Kodascope Pageant Sound Projector is gaining popularity so rapidly. Its exclusive pre-lubrication feature completely eliminates the possibility of under-

or over-oiling . . . the primary cause of damage to 16mm. projection equipment."

Paul Rubenstein Tampa Movie Center Tampa, Florida



We cannot recommend the Pageant Projector too highly."

> Harold McLarey Grimm-Williams Co. Little Rock, Arkansas

EASTMAN KODAK COMPANY Dept. 8-V, Rochester 4, N. Y. Please send me the name and address of my nearest Kodak Audio-Visual Dealer and further information about Kodascope Pageant Sound Projectors. NAME ORGANIZATION ADDRESS CITY (Zone) STATE (Zone)



committee. Some of the foundations are jobbers in grants, others are whole-salers, still others are "local dealers." To trace foundation money as it passes from group to group and from hand to hand is one of the super-detective jobs before the Reece investigators.

Here is a hypothetical case. One morning a school system receives in the mails a "free," unsolicited teaching aid. Examination shows it is propaganda. Who prepared it? Someone working on a grant. Who gave that grant? A letterhead organization with a fancy title, "United for Freedom." Where did that group get its money? From a well known national organization. And this group, in turn, had got a much larger sum for "research and writing" from a well heeled foundation. Yet neither the foundation nor the organization to which it had passed on a sum of money knew of the ultimate "subversive" use made of the

Such abuses, the Reece committee believes, can be avoided by requiring foundations to give a public accounting of their funds.

"We have to find a method for following through a grant from its origin to the end product," the committee states.

For the time being, at least, the Reece men say they will be neither "prosecutors nor persecutors." Just analysts. In questionnaires sent to a sampling of foundations, the Reece analysts are asking how much money has been distributed in recent years to promote studies in American history, sociology, philosophy, psychology and education. In other words, the Reece group is concentrating on the humanities and is staying away, for the time being, from foundations financing research in the fields of medicine or the natural sciences.

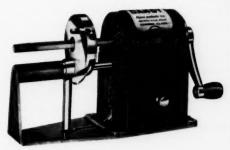
"If we should find abuse, subversion or propaganda activities by tax-exempt foundations, we shall certainly make recommendations to Congress to correct such situations," Reece staff members maintain. "But at present we are getting the facts."

A check with Washington educational associations shows that the Reece committee has not asked them for any information—yet. But if Congress permits Mr. Reece to extend his study unto 1955, he'll get around to that phase of his investigation also. Some of the N.E.A. activities are said to interest Mr. Reece very much.

APSCO'S BIG THREE



specially designed in answer to countless requests for a series of heavy-duty pencil sharpeners for school and commercial use. Each of the three all-steel models illustrated fills an individual need but **all** are constructed for constant and hard usage.

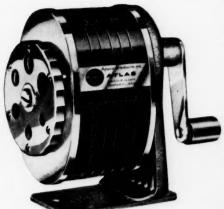


APSCO DANDY-Long famous for its automatic pencil feeding device and pullout drawer type shavings receptacle. Now equipped with the Type V heavy-duty cutters and cutterhead. Finished in a beautiful hammerloid office grey. Perfect as a portable model or for permanent installation. Sharpens all size woodcased pencils. APSCO DEXTER 3-This attractive dial type selector model sharpens all size woodcased pencils. Like the Apsco Dandy, it is equipped with Type V cutter head and cutters. The positive adjustable steel point stop eliminates pencil waste and gives

APSCO ATLAS — Features a brand new concept in single bearing pencil sharpener construction. The hammer-loid grey, all-steel frame is welded to solid steel base for durable permanent installation. Replaceable ring gear and bearing makes it unnecessary to demount the base. Improved all-steel receptacle with Dial Selector permits sharpening six sizes of woodcased pencils.

desired point taper. It, too, is finished in a pleasing grey hammerloid color.





336 NO. FOOTHILL ROAD, BEVERLY HILLS, CALIFORNIA

Apsco products inc.

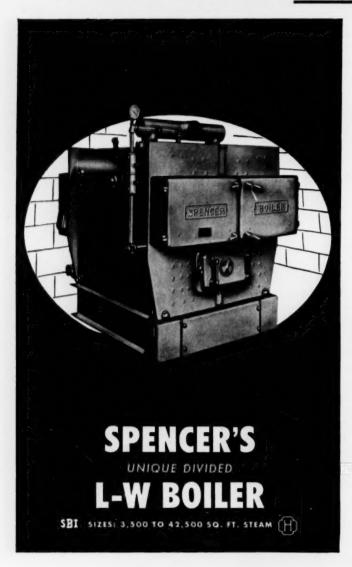
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NOTE: The Apsco Dexter and Atlas models may be mounted upright, to walls or under shelves. Other Apsco Sharpeners include: Chicago "51", Giant "51", Premier Portable, and Draftsman Models plus Apsco's fine line of staplers, staple removers, staples and punches.

Solve Major Heating

... WITH UNIQUE SPENCER DESIGNS!



PROBLEM #1

Installation of a large boiler in an existing building with narrow basement entrance.

SOLUTION:

Spencer's Divided L-W Boiler.

Divided in half, this boiler can be moved easily through narrow doorways. Though its two watertight sections can be moved in separately, they need no welding for installation.

PROBLEM #2

Boiler installation in new building where high excavation costs make low basement ceiling imperative.

SOLUTION:

Spencer's Divided L-W Boiler.

Nearly 25% lower than conventional firebox boilers, this boiler fits into lower ceilinged basements...saves costly excavation.

Other time-tested advantages of Spencer's L-W Boiler

It's self-cleaning. It's fast steaming due to special staggering of fire tubes. It can be quickly converted from hand to mechanical firing.

THERE IS A SPENCER FOR EVERY BUILDING ...

Problems

PROBLEM #3

For smaller installations, provide a dependable heating boiler at low cost!

SOLUTION:

Spencer's new "C" Boiler.

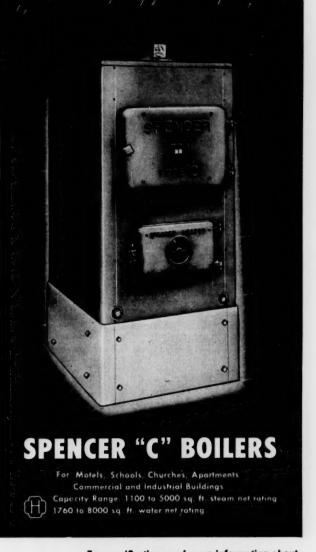
A commercial boiler that sells close to residential prices, Spencer's "C" Series is your answer to the cost problem. Similar in design to Spencer's heavy-duty commercial units, the new "C" contains two complete passes of fire tubes and is available with standard 15" base or extra base heights at nominal charge.

Other outstanding features of the "C" Boiler

Water-cooled precision-ground flue and fire-door frames, equipped with heavy cast-iron, insulated doors; extra-heavy steel-plate smokeboxes; staggered boiler tubes for rapid heat transfer.

For any heating problem—Spencer offers a complete line of heating boilers, for every building, for every fuel. For more information about Spencer products designed to give top performance on any job, use the coupon at right.





For specifications and more information about Spencer's many lines of boilers:

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Position		
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NEWS IN REVIEW



H. I. Willett

H. I. Willett Named President-Elect of A.A.S.A.

WASHINGTON, D.C. — H. I. Willett is the new president-elect of the American Association of School Administrators. Mr. Willett, superintendent of schools in Richmond, Va., will succeed to the presidency in March 1955.

Elected as vice president of the A.A.S.A. for the 1954-55 term was Omer Carmichael, for the last nine years superintendent at Louisville, Ky. Starr M. King was elected to the executive committee. Mr. King has been superintendent at Beverly, Mass., since 1935.

Several changes have been announced in the line-up of speakers for the annual convention to be held at Atlantic City, N.J., February 13 to 18, it was announced by Worth McClure, executive secretary of the association.

Following the theme "Education for American Citizenship," the second general session (Sunday at 8:30 p.m.) will be directed toward the citizenship education of the administrators themselves. Eric Sevareid, chief Washington correspondent of the Columbia Broadcasting System, will speak on the topic, "The Shape of Things to Come." An address by Myrna Loy, member of the U.S. National Commission for UNESCO, will follow.

The topic of American diplomacy abroad will be the subject of a debate at the sixth general session (Tuesday at 8:30 p.m.). This debate, titled "Can We Depend on Europe?" will feature William L. Shirer, author and radio and TV commentator, and Peter Von Zahn, German radio correspondent.

Other additions to the list of speakers announced in the January issue of The NATION'S SCHOOLS (page 104) are Mrs. Raymond Sayre, Ackworth, Iowa, past president, Associated Country Women of the World, and Billie Davis, field representative for the Assemblies of God, Springfield, Mo.

Again officials of the A.A.S.A. are thinking of hotel reservations and saying to superintendents, "If you can't come, cancel!"

A.A.S.A. CONVENTION SPEAKERS



Myrna Lov



Walt Disney



Herold C. Hunt



Charles R. Sligh Jr.



Eric Sevareid



Lawrence A. Kimptor



Lawrence G. Derthick



Benjamin C. Willis



Samuel M. Brownell



Herman W. Steinkraus

Construction Under Way on New N.E.A. Building

WASHINGTON, D.C.—December 22 saw work begin on the new N.E.A. education center here.

The eight-story office building being erected is the first phase of the association's building program. The second step is reconstruction of the hotel, the converted home and the present office building that now make up the association's headquarters. The third step is construction of a service building providing space for a mailing room and storage.

Being built at a cost of \$5 million, the center is the design of Joseph H. Saunders, A.I.A. of Alexandria, Va., and Washington, D.C.

Completion of the first unit is scheduled in about a year. However, the whole project is not expected to be completed until 1957, the association's centennial anniversary year.

Plans for effective use of the new professional center will be an important topic of discussion at the 92d annual meeting of the N.E.A. to be held in New York City, June 27 to July 3, where plans for celebrating the anniversary will be made. Nearly 25,000 teachers are expected to attend the convention, which is the first open to the entire membership since the annual meeting was reduced by wartime restrictions to the representative body of the association.

South Warned of Quacks If Public Schools Abolished

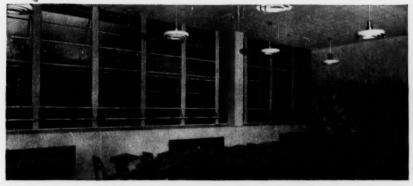
NEW YORK.—Southern states have been warned that the abolition of the public school system in the South would bring racketeers into education. This point of view was expressed by Walter White, executive secretary of the National Association for the Advancement of Colored People.

Pointing out that threats have been made by public officials in southern states that the public schools will be shut down if the Supreme Court rules segregation to be unconstitutional, Mr. White stated: "Quacks and racketeers will set up their own debased standards.... The state would be helpless to establish any standards or regulations to protect the state's investment and the school children."



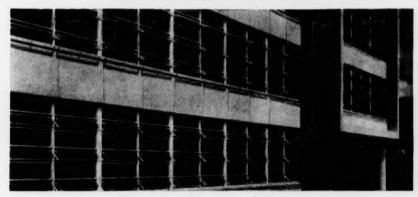
"A salute to those who made it possible"

Speaking of School Daylighting...



This Alamo Heights schoolroom, designed by Architect Bartlett Cocke of San Antonio, and built by G. W. Mitchell of San Antonio, is filled with free eye-easy daylight by this wall of Fenestra* Intermediate Steel Windows. They give you extra view and light because the frames are designed to be strong and rigid without being bulky.

Fresh Air Ventilation...



Notice how the vents of these Fenestra Intermediate Steel Windows protect the interior of the Clemson College chemistry building in Clemson, S. C. Here is fresh air ventilation even when it's raining outside. And these vents operate so that you can wash them from inside. Screens also go on from inside. Architects Hopkins, Baker & Gill designed the building and Industrial Builders Inc. built it. Both are in South Carolina.

And Architectural Beauty...



Architects Karcher & Smith and Contractor Charles F. Rohleder of Philadelphia have used graceful Fenestra Windows to add to the warm, friendly, charming beauty of the Penn Valley Elementary School in Lower Merion Township, Pa.

Special note: All Fenestra Windows are available Super Hot-Dip Galvanized. For further information, call your Fenestra Representative, listed in the yellow pages. And write for Better Classroom Daylighting. Detroit Steel Products Company, Dept. NS-2, 3405 Griffin Street, Detroit 11, Michigan.

Fenestra INTERMEDIATE STEEL WINDOWS

chool bus stanchions combine BEAUTY and SAFETY

MODERN SCHOOL BUSES are being equipped, in ever-increasing numbers, with Dekoron* plastic armored metal stanchions and seat grab rails. They're attractive . . . highly visible . . . virtually indestructible. Their easy-to-clean color and beauty will never wear off. And you get these practical plus advantages without sacrificing structural strength.

So next time your school is in the market for a bus, check the specifications for Dekoron plastic armored metal stanchions and seat grab rails. You'll get extra corrosion resistance . . . extra eye appeal . . . extra student safety—at no premium in cost.

A-8609

SAMUEL MOORE & CO. TRANSIT. DIVISION MANTUA, OHIO

NEWS...

Sloan Foundation Announces 1951-52 Grants to Education

NEW YORK.—The Alfred P. Sloan Foundation has announced in its biennial report that grants totaling more than \$3,500,000 were made in 1951-52 to educational, medical and other organizations.

Among the major recipients of the Sloan Foundation grants were the School of Industrial Management at the Massachusetts Institute of Technology, the Sloan-Kettering Institute for Cancer Research, New York University, and the Brookings Institution. The grand total of Sloan Foundation grants since the foundation began active operation in 1936 was approximately \$21 million as of the end of 1952.

Two new administrative changes were announced: Raymond P. Sloan, president of the Modern Hospital Publishing Company, of which The NATION'S SCHOOLS is a division, was elected vice president of the foundation; Albert Bradley, executive vice president of General Motors Corporation, was made chairman of the board of trustees of the foundation.

Utah Public Junior Colleges Returned to Mormon Church

SALT LAKE CITY, UTAH.—The Utah state legislature has voted to abandon its public junior college system. The legislature and Governor J. Bracken Lee approved, however, an average wage increase for teachers of about \$200 per annum.

The action relative to the junior college system, taken during a 19 day special session which ended December 19, saw the state of Utah return three junior colleges — Weber, Snow and Dixie — to the Church of Jesus Christ of Latter Day Saints. Prior to 1933, these three colleges were controlled by the Mormon church. A fourth college, Carbon College, never a Mormon institution, will be closed completely after the current academic year.

In addition to abandoning the junior colleges, the legislature adopted, over the veto of Governor Lee, a 2 cent increase in the cigaret tax, which will earmark approximately \$1,500,000 annually for school needs.

The legislature also voted an increase in the state support formula. The maximum amount allowed per classroom unit—\$4860 without local enabling elections and \$5508 with

*T.M. REG. U. S. PAT. OFF.



Fenestra's New Structural-Acoustical Ceiling **Keeps Rooms Quiet . . . Cuts Building Costs**

Here's a wonderful, economical way to hush the hubbub in corridors and rooms in the new building you're planning.

Fenestra* Acoustical "AD" Metal Building Panels form acoustical ceiling and structural subfloor or roof-all in one package . . . saving building time, labor, materials and money!

An "AD" Panel is a box beam with a flat surface top and bottom and open space between. The top surface forms the subfloor or roof deck. The perforated bottom surface forms the ceiling. In the open space is glass fiber insulation (see illustration below).

You can see how a Fenestra combination Structural-Acoustical Ceiling cuts building costs. It is speedily and easily erected-the panels interlock. It is practically indestructible. Bumps and knocks can't hurt it. The acoustical efficiency is not affected by washing or painting. And these panels are noncombustible.

For further information call your Fenestra Representative. Or write Detroit Steel Products Company, Dept. NS-2, 3405 Griffin St., Detroit 11, Michigan.



Fenestra METAL BUILDING PANELS









NEWS...

local approval - was more than that recommended by Governor Lee.

Observers in Utah indicated that there is a likelihood that the action with regard to the junior colleges may be tested in the courts.

School Expenditures Doubled in New York in 12 Years

ALBANY, N.Y. - The per pupil expenditure in schools in New York State increased 109 per cent - from \$186 to \$388 - between 1940 and

1952, the state teachers association announced here in December.

For the 12 year period, the largest increase took place in transportation and other auxiliary services, 249 per cent. In order of their percentages of increase, the per pupil expenditures are: instructional expenses after teachers' salaries were excluded, 196 per cent; fixed charges, 163 per cent; janitors' salaries, 159 per cent; maintenance of buildings, 137 per cent; general control, 127 per cent, and operation of plant after excluding janitors' wages, 116 per cent.

The smallest increase took place in capital outlays and debt service. Teachers' salary payments per pupil were next to the lowest with 101 per cent.

Hugh B. Masters Resigns Post With Kellogg Foundation

BATTLE CREEK, MICH. - Hugh B. Masters, director, division of education



for the W. K. Kellogg Foundation since 1944. has resigned. Dr. Masters is now director of Continuing Education at the University of Georgia.

During Dr. Masters' tenure as director of the education division for the Kellogg Foundation, an outstanding accomplishment has been the Cooperative Program of Educational Administration. The C.P.E.A., centered in eight university centers, has involved at least 140 participating institutions and more than \$3 million.of aid from the Kellogg Foundation.

Chicago Moves Toward Single Salary Schedule

CHICAGO.—The board of education here has approved a plan for salary increases offered by Supt. Benjamin C. Willis. The board also promised to adopt a single salary schedule in 1955.

The schedule for 1954, still on a differential basis for secondary and elementary teachers, provides for the maximum salary to be reached in 10 years. Elementary teachers will receive from \$3400 to \$5500; secondary teachers, \$3650 to \$6150. An added \$100 a year will be given elementary teachers holding a master's degree or secondary teachers who have completed a year of study beyond the master's.

The Chicago Teachers Union, A.F.L., has continued its opposition to the Willis proposal. The union favors a flat \$500 raise to every teacher in Chi-

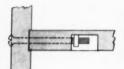
Under the plan adopted, the average annual increase will be \$578 for elementary teachers and \$312 for high school teachers.

Under the new schedule, Chicago school principals will, for the first time, be paid in relation to number of teachers supervised.

GAYLORD BOOK TRUCKS

SILENT . . . FREE-ROLLING . . . BUILT TO LAST

A long life and a quiet, happy one is assured for these carriers by Gaylords' special built-in features . .



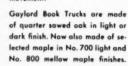
BOLTED SHELVES

All shelves are glued into notched uprights, and bolted for permanent rigidity.

DELUXE CASTERS



Both types of caster have malleable iron mountings - best for quiet operation. The two rigid and two swivel casters on each truck operate on enclosed chrome steel ball bearings for easy rolling, easy turning. Cushion rubber treads absorb shocks of rough or jointed floors for super-quiet



You'll like the long life and trouble-free operation provided by Gaylords' built-in features.



No. 23 BOOK TRUCK The most popular style. Has 3-shelf capacity for about 150 Books. Available with either S-Type or C-Type casters. Length 32 inches. Width 141/4 inches.

No. 34 BOOK TRUCK Top and middle

shelves are tilted for easy reading of book titles. Available with either

S-Type or C-Type casters. Length 32 inches. Width 16 inches.



with cushion rub

GAYLORD BOOK TRUCKS ARE CARRIED IN STOCK FOR IMMEDIATE SHIPMENT

Write for detailed information and prices

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LIBRARY SUPPLIES Standard Library **Furniture**



Fenestra Door-Frame-Hardware Units in the Robert N. Mandeville High School, Flint, Mich. Architect: Bennett & Straight, Dearborn. Contractor: Karl B. Foster, Flint.

SAVE \$100 PER DOOR

in your new building or remodeling

Here are four good reasons why building owners are saving this kind of money with Fenestra* Hollow Metal Door-Frame-Hardware Units:

- 1. They cost less to buy because they are mass produced on special jigs that eliminate a lot of expensive time and labor. You get production-line economy-not custom job costs.
- 2. They come to the job complete pre-fitted frame, door and hardware are specifically made for each other. No time lost in planning or ordering separate elements that fit each other.
- 3. You save on installation cost with these complete units. Again time and labor are saved. There's no cutting or fitting or mortising or tapping-the door is in and in use in minutes.
- 4. And you continue to save on maintenance because Fenestra Hollow Metal Doors can't warp, swell, stick or splinter. They always open easily . . . smoothly. And they close quietly, because inside surfaces are covered with sound-deadening material.

For strong, solid quality at unusually low cost, check on Fenestra Doors-there's a door for every purpose in the Fenestra line: Entrance Doors, Flush or Regular Interior Doors with glass or metal panels, Doors with the Underwriters' B Label. For pictures and details, write to Detroit Steel Products Company, Dept. NS-2, 3405 Griffin Street, Detroit 11, Mich.

Your need for lower building costs encouraged us to develop a quality door unit that would save initial cost and installation cost—Fenestra Hollow Metal Door-Frame-Hardware Units . . . a great advancement in building products.



LETTERS

"Some Schools **Encourage Mediocrity"**

In industry current practice is not to pressure the slow to equal the accomplishment of the superior but to limit the superior to the pace of the inferior. The superior worker is not appreciated if he makes his inferiors "look bad." Thus initiative is stifled: mediocrity is encouraged.

In schools the situation is far worse. From all sides educators are bombarded with pronouncements advocating the abolition of standards, the removal of requirements. We are urged to eliminate "marks" and report cards; to substitute "common learnings" for subjects; to establish the "no failure" system; to replace drill with meaningful situations. Competition is to be supplanted by group planning; problem solving is to replace the acquisition of knowledge. No pressure is to be exerted. Tension and frustration are to be avoided at all costs. Fetes, festivals, celebrations, trips, programs, entertainments constitute a major part of the curriculum.

In short, the school is expected to provide for each child a sort of postnatal caul, in which ideal environment, cushioned against all harshness and hardship, the teacher is to carry him for the first full nine years of his academic life. She is to provide for him-even through high school-a leisurely joyride, uninterrupted by any of the vicissitudes of real life.

For in real life there are failures; there are frustrations; there are times of tension. In real life there is hard. tiresome work to be done; there are obstacles that can be overcome only by repeated effort, by extreme perseverance. There are situations that call for the prompt exercise of highly developed basic skills; there are crises which the individual must battle through alone, without others to do nine-tenths of the thinking for him. From all situations of this nature the child is to be insulated in the modern school.

In one respect current educational philosophy is certainly sound. Education is essentially a modification of behavior. Behavior is modified by activity; the child learns by doing; the thing that he does is the thing that he learns. The moderns like to talk of what the child "experiences" instead of

"does," which changes the basic notion not in the least.

What the moderns seem to overlook is that the "learn by experiencing" principle operates not only for cooperating, planning and problem solving but for facing frustration, reacting courageously to failure, working in spite of tension, meeting competition, persevering in adversity as well as success.

Confronting moderns on their own ground I would ask: If the child is to be shielded from all minor unhappy, irritating, baffling experiences, how is he to learn to cope with similar major experiences later?

When the educational spotlight is focused upon any new concept, enthusiasts tend to overextend its implications, to expand it to the point of absurdity. In their eagerness to be up to the minute they go all-out for the novel. In the present instance may the level-headed among us refuse to be stampeded; may we stand against the flight into unreality. May we allow each child to run some risks, face some minor failures, frustrations, tensions, knowing that only thus will he become strong enough to face greater tribulations later. May we insist upon standards, even if they embrace only the idea that each child must do his best! May we encourage fair competition, realizing that we live in a competitive world.

Finally, there are millions of us who can perform the respectable, yet humble repetitive tasks of modern industrial life; droves of us who are competent for more complex but mediocre responsibilities, but few of us who can analyze needs, formulate adequate solutions, make important decisions. It is only when-very rarely -keen intelligence is coupled with intense tenacity of purpose and seemingly inexhaustible drive that we get our Lincolns, Carvers, Edisons, Ein-

Clearly then, it is the educator's first duty, the No. 1 plank in his philosophy, not to protect, to shield, to coddle, but to challenge, stimulate, encourage, reward every pupil to excel to the extent of his potentialities. Particularly is this true of those rare children gifted with high ability and with the indomitable drive "always to be at the top!"-EDGAR M. FINCK, department of education and psychology, Dickinson College, Carlisle, Pa.



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52 reasons why Timpson acoustical installations are superior

Simpson certifies the quality of its products and its contractors

The 52 firms listed at the left are Simpson Certified Acoustical Contractors, leaders in the field of acoustical engineering and installation . . . selected by Simpson and certified to be reliable, efficient and ethical. To maintain their high standards, these contractors are kept constantly abreast of new developments in the field of noise control by frequent contact with Simpson's acoustical experts and their fellow Certified Contractors.

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This efficient, perforated woodfiber acoustical tile . . . made to exacting specifications by Simpson, one of the largest and oldest forest products organizations in the Pacific Northwest . . has six features of superiority:

HOLLOKORE DRILLED PERFORATIONS. Simpson-developed hollow drills make clean holes, without fuzzy edges or burrs to collect dirt or encourage "bridging" when repainting.

WASHABLE FINISH. Simpson's bright-white finish is readily cleaned with soap and a damp cloth, and may be repainted repeatedly without loss of efficiency.

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BIOTOX PROTECTED, by a safe chemical process, against mold, mildew, termites, decay and dry rot.

NOW also available with Scatter-Drilled perforations, minimizing the mechanical pattern of the holes.

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and re-formed into mineral fiber. DECO-RATIVE: The natural fissures differ on every tile, and provide an interesting ceiling texture. PERMANENT: Cannot decay or deteriorate, easily cleaned with a vacuum cleaner, and may be repainted repeatedly without loss of acoustical effectiveness. EFFICIENT: The sound absorption coefficients of these attractive tiles are remarkably high, and the special finish has excellent light-reflecting qualities.

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NEWS...

Advisory Board Welcomes Three School Authorities

(Continued From Page 10) three degrees, including the Ph.D., from Ohio State University. He is the co-author of a series of spelling books and is the author of special chapters in books on school administration and educational psychology.

Continuing his interest in the topic of his doctoral dissertation, Dr. Shibler has become recognized as an authority in the field of vocational education.

U.C.L.A. Education School Adds Five New Professors

Los Angeles.—"To strengthen our professional program, particularly in educational administration and educational philosophy," five new faculty members with broad administrative and teaching experience in many sections of the country have been added to the staff of the school of education of the University of Los Angeles, Edwin A. Lee, dean of the school, announced recently.

The five appointees are: William A. Briscoe, former superintendent in Santa Monica; Will C. Crawford, former superintendent in San Diego; George F. Kneller, a visiting professor of education at the University of London for the last three years; A. Garth Sorenson, formerly of the University of Utah, and Lawrence Vredevoe, formerly of the University of Michigan.

Teacher Recruitment Aid Released by N.A.M.

NEW YORK. — "Will you fit in this picture?" ask a nursery school teacher, an elementary school teacher, a high school teacher, a college teacher, an administrator, a vocational teacher and a special teacher. Each is depicted in a pamphlet that was recently released by the National Association of Manufacturers.

The pamphlet, "Your Career in Teaching," contains eight chapters which view teaching as a career; the need for teachers; the opportunities in all branches of education; a look into the demands of a teacher's day; an outline of the groundwork preceding formal training; an outline of college training, and a preview of tomorrow based on the recorded past. Personality traits are also discussed.

Oregon Superintendent to Head Rural Education Department

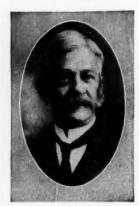
EUGENE, ORE.—Mrs. Lucille Klinge, superintendent here for the Lane County schools, has been elected president of the Department of Rural Education of the National Education Association. Balloting for the office was by mail.

Mrs. Klinge succeeds M. L. Cushman, professor of rural administration at Iowa State College. She will serve as president for a one-year term.

Teachers Strike for Higher Pay—and Win

GARFIELD, N.J.—Striking A.F.L. teachers of Bergen County, New Jersey, demanded more money and got it. The 170 teachers who demanded annual increases of \$150 to \$400 returned to their nine schools after an emergency resolution granting the amounts requested was adopted by the board of school estimate. The strike affected 3600 students.

The teachers struck after the city council deadlocked on a proposed second salary appropriation. Earlier, \$82,-



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YES NO

Can your teachers accurately check and grade objective tests at the rate of 8 to 14 papers a minute?

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— whether the subject was adequately covered—whether the questions were correctly designed?

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YES NO

Unless you can answer YES to these questions, your school needs the IBM Test Scoring Machine. This machine "reads" answers and indicates scores as fast as the operator can feed the papers into the machine . . . often as fast as 800 an hour! Schools everywhere are discovering this is the simplest, fastest, most accurate way to score objective tests. Let us show you what a saving it would mean to your school, too.

For full information call the local IBM office or write Dept. NS-1, International Business Machines, 590 Madison Ave., New York 22, N.Y.



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NEWS...

000 had been appropriated for teacner salary increases, but money was used for other purposes.

The walk-out lasted from December 11 to 15.

Cooperative Child Guidance Program Begun in Boston

CAMBRIDGE, MASS.—Emotional difficulties and behavior problems of children will be studied in a program of treatment, research and teaching in the field of child guidance and psychiatry.

Undertaking the program are the Harvard Medical School, the Children's Hospital of Boston, and the Judge Baker Guidance Center. It will be directed by Dr. George E. Gardner, a national leader in child guidance and psychiatry, who recently became clinical professor of psychiatry at Har-

vard and psychiatrist-in-chief at Chil-

dren's Hospital.

Added Federal Funds Given Federally "Affected" Areas

WASHINGTON, D.C.—An additional amount of approximately \$3,700,000 has been reserved for school construction projects for federally affected defense areas, it has been announced by Samuel M. Brownell, U.S. commissioner of education.

These funds are supplemental to those recently reserved for school construction in 15 overcrowded districts. Approximately one-tenth of the \$70 million appropriated by Congress for this purpose during the 1954 fiscal year has been reserved to date.

\$3600-\$8500 Proposed as Salary Scale for Teachers

SYRACUSE, N.Y.—The establishment of salary goals was one of the items of business at hand for the 900 delegates who attended the meeting here in November of the New York State Teachers Association.

They favored a starting salary at a minimum of \$3600. For experienced, professionally qualified teachers, \$8500 was the salary goal agreed upon by the delegates.

On the association's election day, President Kenneth A. Myers of Johnson City was unanimously reelected for a second term. As vice presidents Earl L. Vandermeulen, Port Jefferson; May M. Henry, Yonkers; Carl W. Baisch, Kenmore, and Helen P. Maney, Geneva, were also reelected.



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MODEL 6802 212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 48- to 54-pupil capacity. Chevrolet "Load-master 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavyduty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

*''Jobmaster 261'' engine, optional at extra cost, develops 220 foot-pounds torque at speeds governed under 35 m.p.h.

MODEL 6702 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 42- to 48-pupil capacity. Chevrolet "Load-master 235" valve-in-head engine," 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavyduty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

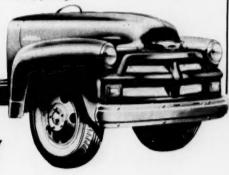
MODEL 4502 161-INCH WHEELBASE SCHOOL BUS CHASSIS

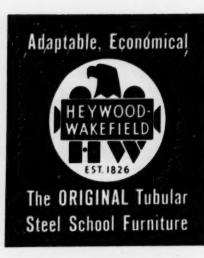
Gross vehicle weight, 10,500 or 12,000 pounds. For School Bus bodies of 30- to 36-pupil capacity depending on tires. "Thriff-master 235" engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes: Torque-Action, ront; Twin-Action, rear; Dual-Shoe, parking.

MODEL 3802 137-INCH WHEELBASE JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. For School Bus bodies of 16-pupil capacity. Chevrolet "Thriftmaster 235" valve-in-head engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. Torque-Action brakes front and rear.







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> Table-Desk S 1040 LL with enclosed book box. In nine graded sizes.



Tablet Arm Chair S 817
—a comfortable unit
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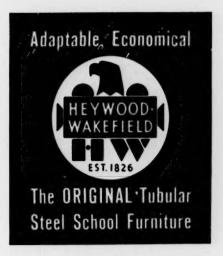
Movable Desk and Chair Unit S 501 LL for primary and elementary classrooms. In seven graded sizes.

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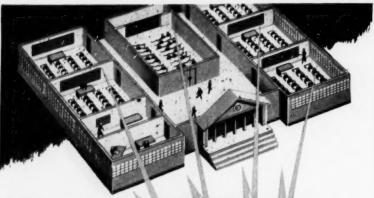


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NEWS...

U. of Pennsylvania Reverts to Four-Year Teacher Preparation

PHILADELPHIA. — Effective next September, the school of education of the University of Pennsylvania here will offer its students of secondary education a curriculum reduced from five years to four.

In announcing the change, Gaylord P. Harnwell, president of the university, said it is expected to attract more students to the teaching profession. More immediate reaction expected is the step-up in placement of a number of teachers in junior and senior high schools where they are urgently needed.

Bible Distribution Plan in New Jersey Unconstitutional

RUTHERFORD, N.J.—The supreme court of New Jersey has ruled that the King James version of the New Testament cannot be distributed in the state's public schools, even to those children whose parents request it.

This action reverses an earlier decision by the superior court which found nothing illegal in this, a part of the national program of Bible distribution by the Gideon Society (reported in the May 1953 issue of The NATION'S SCHOOLS, page 130).

Chief Justice Vanderbilt spelled out the higher court's reasoning in this way: "We would be renewing the ancient struggles among the various religious faiths to the detriment of all. This we must decline to do."

Mississippi Completely Revises School Laws

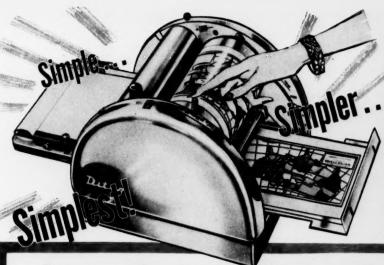
JACKSON, MISS.—The special session of the Mississippi legislature, which adjourned on December 28, completely rewrote Mississippi's outmoded school laws. The financing of the program was carried over to the regular session, which convened on January 5.

The basic features of the new laws

1. The laws, as written, provide for the equalization of education between the races on the basis of segregated schools. White and colored schools in the same district will be under the administration of one board of trustees.

All school districts were abolished as such. District reorganization must be accomplished by July 1, 1957.

A minimum foundation program is guaranteed to all schools that qualify for state aid under the new



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NEWS...

laws. The foundation program provides a minimum salary schedule for all teachers based on preparation and experience, \$270 per teacher unit for supplies and materials, and \$200 per teacher unit for administrative costs. A teacher unit is based on an A.D.A. of 30 pupils.

 Each reorganized district will receive \$12 per year for each child in attendance for capital outlay purposes.

Transportation funds are to be distributed to the districts on the basis of a sparsity formula.

6. The amount of money to be required of counties and municipalities as their part of the minimum cost is determined by an economic index. It will be possible for local districts to enrich their programs through local initiative and effort.

7. The county boards of education are to be elected. One board member is to be elected from each of the five boards of supervisors' districts. County superintendents may be elected or appointed by the county board.

8. The laws provide minimum funds for an eight month program. The ninth month is the responsibility of the school district.

 At the state level a finance commission is provided for. This commission is to supervise district reorganization, approve reorganized districts for state aid and supervise the allocation of funds for capital outlay.

Mississippi now has the basic framework needed for the improvement of its public school system, in the opinion of many state leaders. The level of development of the program hinges on the extent to which the state is willing to finance it.—Reported by CARL L. McQUAGGE, director, Demonstration School, Mississippi Southern College, Hattiesburg.

Primary Grades Taught in Apartment Building Basement

BROOKLYN, N.Y. — Basement space in an apartment development here has been donated to the board of education by the building owner for kindergarten and first grade classes.

The children attend the two first grade and four kindergarten classes in four classrooms which have been donated at an annual fee of \$1.

Now beginning its third term, the opening of the school ended a three-year controversy with the board of education about the annex of P.S. 216.



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NEWS . . .

Riverside Branch of U. of California Established

RIVERSIDE, CALIF. — Within the framework of the University of California has been established a small four-year liberal arts college here.

Humanities, life sciences, physical sciences, and social sciences will comprise the four main divisions of instruction available to a student body of 1500 when it enrolls this month.

Schools Urged to Observe National Brotherhood Week

NEW YORK.—The annual observance of Brotherhood Week has been scheduled for February 21 to 28. The theme of the occasion this year is "Let's all get together," and schools and colleges are urged to observe the week with assembly programs, classroom activities, exhibits and programs of student organizations, it was announced by Herman L. Seamans, director of the National Conference of Christians and Jews, Inc.

The national committee for schools and colleges consists of three chairmen, Lawrence G. Derthick, president, American Association of School Administrators and superintendent at Chattanooga, Tenn.; Allan P. Farrell, S.J., dean of the school of education, University of Detroit, and Abram L. Sachar, president of Brandeis University.

Increased Use of A-V Products Revealed by Association

EVANSTON, ILL. — A survey of its dealer members has revealed a 21 per cent increase in dollar volume of sales compared to 1952 figures, the National Audio-Visual Association has announced.

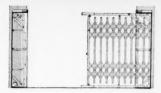
The association said the largest increases have taken place in the Southwest.

Third Educational TV Station Now Broadcasting

WASHINGTON, D.C.—The Joint Committee for Educational Television has announced that the third educational television station is now on the air. Station KTHE, Channel 28, Los Angeles, has joined WOI-TV, Ames, Iowa, and KUHT, Houston, Tex.

By next summer, six more stations expect to be operating on noncommercial reserved channels in San Francisco, Cincinnati, St. Louis, Pittsburgh, Madison, Wis., and East Lansing, Mich.





tillustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

SCHOOLS WORK OVERTIME TOO! More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

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NEWS...

Western Michigan College to Observe 50th Anniversary

KALAMAZOO, MICH. — A convocation on "The Teaching Profession Comes of Age — 1904-54," will be the feature of the celebration of the 50th birthday of Western Michigan College here April 1 and 2.

Among the speakers participating in the program will be Milton S. Eisenhower, president, Pennsylvania State University; T. M. Stinnett, executive secretary, National Commission on Teacher Education; E. T. McSwain, dean of the school of education, Northwestern University; Harold L. Alberty, professor of education, Ohio State University; Ralph McDonald, president, Bowling Green State University, Bowling Green, Ohio, and L. D. Haskew, dean, college of education, University of Texas.

New York City to Have New School of Printing

NEW YORK. — The 25 year effort of the New York printing industry to obtain a permanent home for the New York School of Printing has been successful. The present school is in rented quarters.

A contract was recently signed between the board of education here and Kelly & Gruzen, architects.

The new school will be the largest printing school in the world and will contain mechanical equipment valued in excess of \$2,000,000. Much of the equipment will be supplied by the industry and equipment manufacturers.

N.E.A. Releases Data on U.S. School Shortages

WASHINGTON, D.C.—The standing room only situation prevailing in the nation's schools will become worse this year.

Taking its annual look-ahead survey, the research division of the N.E.A. estimated an enrollment increase of 1,197,000 over last year's total.

Although the increased enrollment was no surprise, the survey shows that problems of housing and instructing almost 29 million students will not be cured in 1954.

Frank W. Hubbard, research director, cited these reasons: (1) Enrollment of students preparing for teaching, while increasing, will not meet the probable demand for at least the next three years. (2) About 632,000 children must continue to attend

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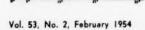
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school in double sessions or similar arrangements despite the extra \$500 million that will be spent on education and the 38,000 more teachers in the field this year. (3) An estimated 71,589 emergency teachers—2000 more than last year—will be brought into classrooms though not fully qualified for standard teaching certificates.

Long a problem of elementary schools, housing is now a matter of concern at the secondary level in 41 states, the N.E.A. survey found. The association estimates that for new buildings to house the 1953-54 enrollment \$5 billion is needed. This figure does not provide for repair and replacement of old buildings or provide for future needs.

The "real" demand for new teachers was placed by the N.E.A. at 150,000 for the current academic year. Half of this number, the association said, would replace the 75,000 who leave the profession annually because of illness, death, retirement or other employment. The other half could reduce class size to efficient numbers and re-

place inadequately trained emergency teachers.

Illinois Starts Research on Program for the Handicapped

URBANA-CHAMPAIGN, ILL. — Evaluation and testing of the first program of public education for educable mentally handicapped children is being developed by the University of Illinois Institute for Research on Exceptional Children.

Cooperating in the program also are the state department of public instruction and 12 of the state's school districts, announcement of the project stated.

Extending over a period of two years and including a scientific evaluation of procedures, this research will form the basis of a general statewide educational program for these children to be proposed to the state legislature.

Pilot classes were activated this fall in Berwyn, Centralia, Champaign, Chicago, Danville, Dixon, East St. Louis, Evanston, Peoria, River Grove, Rockford and Springfield.

The studies will be concerned with the definition of a trainable child, kinds of children who can profit from group activities, the number of children in this category, and the cost of the program. Other matters being studied are special training for teachers in this field, measurement of the child's progress, opinions and attitudes of parents, and parent education.

School Health Award Given to Yale Professor

NEW YORK.—The 1953 William A. Howe award of the American School Health Association has been presented to Charles C. Wilson, M.D., professor of education and public health at Yale University.

The award was established in 1940 in memory of Dr. William A. Howe who served as state medical inspector of schools for the New York State Department of Education from 1915 to 1934.

New York Bus Drivers, \$6000; College Professors, \$4987

NEW YORK.—U.S. college professors earn an average salary of \$4987 a year, while the annual income of a bus driver here is more than \$6000, it was pointed out by Hiram S. Gans, speaking for business management at



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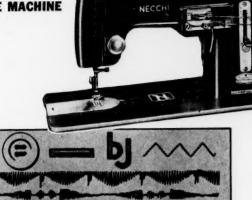
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makes NECCHI easy to learn on.

the December meeting of the American Institute of Management.

Under the institute's auspices, 400 corporation heads and college presidents discussed the problem of corporation support of higher education.

Among the resolutions passed by the "presidents' council" of the institute was: Corporations should recognize their responsibility to maintain the diversified structure and balance of higher education in this country as part of the fabric of American life.

Yale President Points to Dangerous Educational Trends

NEW HAVEN, CONN. — Dangerous trends threaten "not only the institutional security of American education but its very mind and spirit," said A. Whitney Griswold, president of Yale University, in his annual report released in December.

Permitted to continue, Dr. Griswold said, these trends "might easily produce an educational collapse and cultural setback from which neither Yale

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air at all times.

nor any other university could possibly escape."

He listed the trends as: (1) the acute shortage of school facilities in the face of steadily mounting pupil enrollment, (2) the even more acute shortage of elementary and secondary school teachers, and (3) the decline of the liberal arts as a force in our national educational system.

Salaries Vary Widely, Statewide Survey Reveals

RICHMOND, VA.—An examination of salary schedules has revealed a wide range in scales throughout the state of Virginia.

The study, made annually by the Virginia Education Association, showed seven cities and counties paying beginning salaries that are as much as or more than the maximum salary in 11 counties.

The survey indicated that of 28 cities, 23 have salary differentials for holders of master's degrees; five pay holders of master's degrees at the same salary level as those who hold bachelor's degrees.

In 75 counties, the maximum salaries were found to be less than \$3200—the case in only one city in the state.

Top salaries for experienced teachers vary, the study revealed, from \$2600 in 11 counties to \$5000 in Arlington, \$4900 in Fairfax, and \$3500 in Chesterfield, Norfolk and Prince William.

Resulting from the survey, the association has suggested a \$200 minimum differential in its 1954 legislative program.

Schools Told to Help Pupils Prevent Eyestrain

NEW YORK.—"School children can be taught to prevent future eye damage," says a British optical expert.

H. C. Weston of the Institute of Ophthalmology, University of London, told the National Conference of the Illuminating Engineering Society meeting here that children must learn to hold their books at least 13 inches from their eyes. "Reading at less than this distance will tend to strain the developing muscles of the eyes, and this may lead to shortsightedness," Mr. Weston declared.

Other reminders given by Mr. Weston were that school children should be seated so that they look down at



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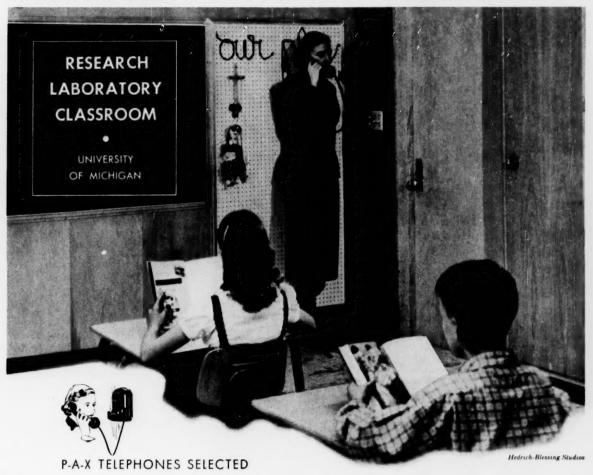
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Notice the soft, well-diffused light provided by these Sylvania IC Low-Brightness Fluorescent Fixtures in this modern classroom installation. Architect: Joseph Hoover, Hoover Bldg., Pittsburg, Penna. Electrical Engineer: Elwood S. Towers, Investment Bldg., Pittsburgh.

In planning this handsome new junior high school, educational authorities, architects, and lighting engineers agreed that the new Sylvania IC Low-

Brightness Fluorescent Fixtures met their strict requirements for uniform light distribution, quick easy installation, low maintenance, and attractive appearance. The 40-watt T-17 low-brightness lamps minimize reflected glare, and the excellent 42° crosswise shielding shields the lamps from direct view.

A letter from the Supervising Principal reads in part: "We at West Jefferson Hills Joint Schools are well pleased with the lighting performance of Sylvania's IC Fixtures. I am certain that these low-brightness units, with their removable side panels, will eliminate many of our maintenance problems and save us time and money through the years."

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NEWS...

a teacher rather than up in order to avoid eye fatigue. Large screen television, he declared, is easier on the eyes than small screen television, since light is spread over a greater area and the need to concentrate on a small bright spot is eliminated.

"Bad lighting causes squints and frowns, which are another cause of tired face muscles around the eyes. This causes fatigue and even grumpiness. A person who doesn't frown or squint is often a happier person than one who does."

A final warning from Mr. Weston: "Squinting and frowning, done habit-

ually, can lead to permanent changes of the facial features."

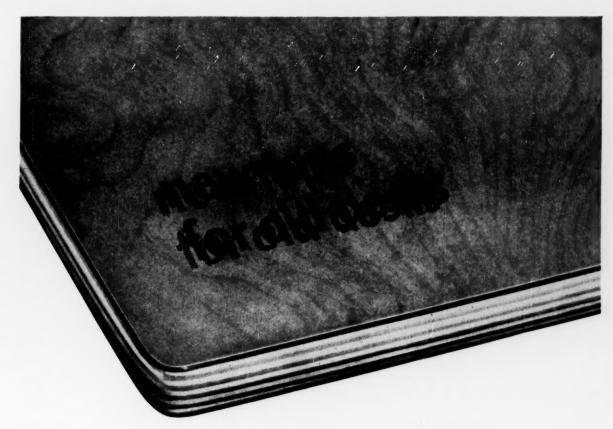
School-Age Population of 42,000,000 Seen by 1960

NEW YORK.—As of midyear 1953 there were 34,775,000 children aged 5 to 17 in the United States, according to a survey report released by the Metropolitan Life Insurance Company here. In the next seven years their number is expected to rise by more than one-fifth, reaching a total of 42,244,000 in 1960, the report estimated.

Between mid-1952 and mid-1953, the rise in the number of children of high school age, 14 to 17 years, was only 150,000, but it will amount to more than 750,000 in the single year from 1956 to 1957. Estimates now foresee 11,500,000 children of high school age by 1960. Moreover, the report stated that the high school age population will continue upward to a total of almost 14,500,000 children by 1964.

The geographic pattern for the increases in high school age population conforms closely to that for the elementary school children. Even without taking into account any migration toward the West, that region may expect an increase of about 77 per cent in the number of children aged 14 to 17 years between 1952 and 1964.

In the northeastern and north central states the prospects are for increases of 61 per cent and 66 per cent, respectively. The relative increase is least rapid for the South, namely 52 per cent. However, the actual number of children in the South is expected to increase by 1,672,000, or about one-third of the nationwide gain from 1952 to 1964.



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With a simulated blond birch, low reflective finish, these desk tops provide a perfect working surface and modernize the appearance of your classroom. You can save money with the Norcor Desk Top Replacement

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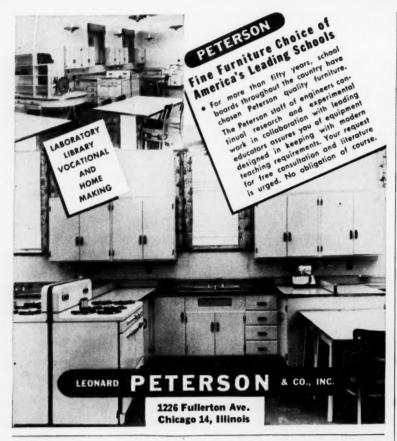


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NEWS. . .

City, School Officials Plan Joint Playground

MILLBRAE, CALIF. - An agreement recently reached here between city councilmen and school trustees has launched a policy of cooperative planning of recreational facilities for the youth of this

The school board has purchased property adjacent to an undeveloped, city owned playground. The city officials in turn have agreed to allow the school to use the recreational park as a playground provided the school develops the park as a recreational center and allows it to be used by children and adults during out-of-school hours and during vacation periods. The city council has transferred ownership of the playground pursuant to its continued use for recreational purposes only.

According to Earl R. Kuhn, district superintendent, through this plan "publicly owned property can be utilized to its maximum extent in order to receive the greatest possible value for the tax

dollar."

Phi Delta Kappa Elects Officers for Next Biennium

CHICAGO. - Emery Stoops is the new president of Phi Delta Kappa, a professional educational fraternity. Dr. Stoops, who will serve for a two-year term, is associate professor of educational administration at the University of Southern California. He succeeds Douglas G. Grafflin, superintendent of schools at Chappaqua, N.Y., as the fraternity's president.

Other officers and ex officio members of Phi Delta Kappa's board of directors are: first vice president, M. L. Cushman, professor of rural education and school administration, Iowa State College, Ames; second vice president, J. Roy Leevy, associate professor of education and sociology, Purdue University, Lafayette, Ind.; recording secretary, John C. Whinnery, superintendent of schools, Montebello, Calif., and controller, Maynard R. Bemis, professor of educational administration, University of Wyoming, Laramie.

At the recent biennial council of the fraternity which met here December 27 to 31, the delegates voted to continue the four present national commissions for the next two years: selective recruitment of teachers, international education, research and free

public education.

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Azrock sets the pattern for modern schools with floors that are high in beauty, long on wear and low in cost. School authorities everywhere find this better made asphalt tile the answer to the need for economical, long-lasting, easy-to-take-care-of floors.

Azrock's super-smooth surface makes it far easier to clean and keep clean - at a much lower cost per square foot per year. And, its dense interlaced structure gives you a floor that's hard to wear out, even under the constant punishment of scuffling feet.

Azrock gives you a wide choice of bright, clean colors - 27 highly attractive colors that harmonize with modern school decor and possess unusually good light-reflectance ability. School floors step out of the drab and ordinary and become beautiful to look at and pleasing to live with.

Why not find out for yourself? Before you invest in school floors, compare Azrock point for point with other asphalt tiles. Samples and detailed information sent on request without obligation.

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Polio Foundation Releases Film for Classroom Use

NEW YORK.—A film study of community health, planned especially for use in health and social studies classes, has been released by the National Foundation for Infantile Paralysis.

Marian V. Miller of the foundation's division of public education said the film's development was the result of repeated requests from junior high school teachers.

"Health in Your Town," the 41

frame full color filmstrip, is available on loan free of charge or may be purchased at cost.

Community College Criteria Outlined in North Carolina

RALEIGH, N.C.—Criteria for establishing two-year community colleges are outlined in a study recently issued by the state department of education here.

The community college study, prepared as a part of the survey of public education, lists six questions that should be answered by a community which considers extension of school services to include the 13th and 14th years:

1. Has the initiative for the establishment of the college been taken locally?

2. Is there sufficient evidence of ability to support financially such a college within the community college district to be organized?

3. Can a minimum enrollment of 300 students be expected?

4. Can adequate facilities be provided for a continuous day and night program?

5. Are there 750 high school students being graduated annually within 25 miles of the proposed college?

6. Do reliable surveys of needs and resources show that there is sufficient need to provide vocational, technical, semiprofessional, academic and recreation training not otherwise available to individuals at low cost within the area?

"The committee believes that the implementation of these criteria will move the state of North Carolina forward a significant step in the educational service of its people," said Allan S. Hurlburt, director of the survey.

P.T.A. Joins Principals in School Building Survey

CHICAGO.—In cooperation with the school principals, members of the city's parent-teacher association are undertaking a survey of 353 schools here to determine the physical condition and adequacy of the buildings.

Schools without P.T.A. organizations will be visited by the surveyors who will work with the building principals.

A detailed questionnaire has been drawn up for the use of the P.T.A. people in their research, and results will be tabulated with the help of the board of education.

Blasts Student Editors for Nonsegregation Views

ATHENS, GA.—Roy C. Harris, a long-time supporter of Gov. Herman Talmadge and considered one of the state's foremost political powers, recently severely criticized student editors of the University of Georgia's weekly newspaper for what he called a liberal view on racial segregation.

At a recent meeting of the board of regents in Atlanta, Mr. Harris, a board

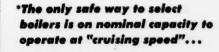


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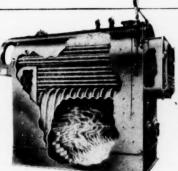
So when you consider "bidding data" be sure you compare like examples . . . know whether ratings are based on maximum capacity or nominal capacity.

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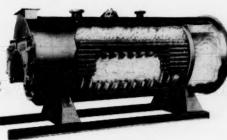
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SAMSONITE ALL-STEEL FOLDING CHAIR. Ideal for meeting rooms, extra-curricular groups, also economical for extra classroom seating. Easy to set-up, fold, stack and store. America's strongest, most popular folding chair. Model #2600.



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NEWS...

member, told William Shipp, managing editor of the student newspaper, that state funds amounting to about ene-third of the school paper's \$15,-000 annual budget would be cut off if there were more editorials at variance with state segregation laws.

In a subsequent editorial of Mr. Harris' newspaper, which he publishes in Augusta, Ga., considerable space was devoted to a name calling blas in which the involved students were referred to as "a little handful of sissy misguided squirts."

Convention Program Announced for Secondary School Principals

WASHINGTON, D.C. - Problems dealing with administration of secondary schools will occupy the attention of several thousand secondary school principals at their convention in Milwaukee February 20 to 24, according to Paul E. Elicker, executive secretary of the National Association of Secondary-School Principals,

The theme for this, the 38th annual meeting of the association, will be "Educating Youth for Freedom and Democracy." During the last three days of the meeting, 20 discussion groups will be held each day on a wide range of topics on secondary school administration.

Exhibits will show school instructional materials, equipment and services produced by a hundred nationally known agencies.

A number of speakers who will give major addresses at the convention have been announced by Dr. Elicker. They are: Samuel M. Brownell, U.S. Commissioner of Education; William C. Menninger, M.D., psychiatrist and director of Menninger Clinic, Topeka, Kan.; John A. Schindler, M.D., internist, Monroe Clinic, Monroe, Wis.; Gen. Jimmy Doolittle of Tokyo air raid fame, New York City; William A. Early, superintendent of schools for Savannah and Chatham County, Georgia, and N.E.A. president; William J. Grede, president of Grede Foundries and former president of the National Association of Manufacturers, Milwaukee; Clark G. Keubler, president, Ripon College, Ripon, Wis.; N. G. Fawcett, superintendent of schools, Columbus, Ohio, and Thomas H. Briggs, emeritus professor of education, Teachers College, Columbia University.

DIGGS ELEMENTARY SCHOOL

Winston-Salem, North Carolina

Architects:
Macklin & Stinson
Acoustical
Contractor:

Shields, Inc.

Classroom clatter is kept to a minimum by ceilings of Full Random Cushiontone. Low in both initial and installation costs, Cushiontone is often chosen when economy is a prime consideration.



Keep classroom noise under control with sound-absorbing ceilings

It's easier to maintain order and teach young minds to concentrate if classrooms are quiet. That's why modern, soundabsorbing ceilings were specified for Winston-Salem's new Diggs Elementary School. The acoustical materials selected were Armstrong's Full Random Cushiontone and Perforated Asbestos Board.

The completely new, Full Random arrangement of perforations in Cushiontone is non-directional, giving the ceiling a pleasing "continuous" appearance instead of the usual "tiled" effect. A low-cost, wood fiber tile, Cushiontone soaks up as much as 75% of the noise that strikes its surface. And Cushiontone's white paint finish helps spread light evenly, without annoying glare.

In the school's kitchen area, where easy maintenance and acoustical efficiency were equally important, Armstrong's Perforated Asbestos Board was used. An excellent noise absorber, Perforated Asbestos Board can be readily cleaned or repainted to meet sanitary standards.

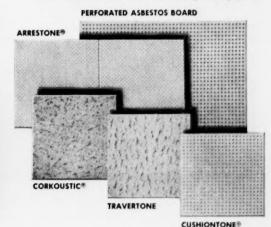
You can get full details on Cushiontone, Perforated Asbestos Board, and Armstrong's other sound-conditioning materials from your Armstrong Acoustical Contractor. For the free booklet, "How to Select an Acoustical Material," write Armstrong Cork Company, 4202 Wabank Avenue, Lancaster, Pennsylvania.



High humidity in the kitchen area required an acoustical ceiling that could withstand moisture. Perforated Asbestos Board resists the effects of steam while providing quiet.



Easy, economical upkeep is another of Full Random Cushiontone's many advantages. It can be washed or repainted if necessary without losing efficiency.



COSMICITIONE

ARMSTRONG'S ACOUSTICAL MATERIALS

Survey of Iowa Schools Shows Enough Use of Existing TV Programs to Justify State Network

DES MOINES, IOWA.—A recent survey of Iowa schools has shown enough use of existing TV programs to justify a state educational television network, in the judgment of many Iowa educators.

A survey of 386 schools within the telecast area of WOI-TV, Ames, shows that, out of the schools surveyed, 59 reported having television sets in their

buildings. Ninety-eight other schools used one or more programs weekly by taking students to near-by homes, stores and other meeting places where television sets were available. One hundred fifty-one schools reported the use of one or more of the five "TV Schooltime" programs.

Iowa "TV Schooltime," which is aired Monday through Friday, brings

together the combined resources of the state department and the three state institutions of higher learning. "TV Schooltime" covers a large variety of subjects, usually a different subject each day throughout the week. "TV Schooltime" is not offered as a substitute for the work of the local teacher, but helps by suggesting reading references and activities which will prove helpful to teacher and pupil in extending the TV demonstration in the local schoolroom.

The 1953 winter edition of Iowa "TV Schooltime," from 10 to 10:30 a.m. Monday through Friday over WOI-TV, presented 12 weeks of programs January 5 through March 27.

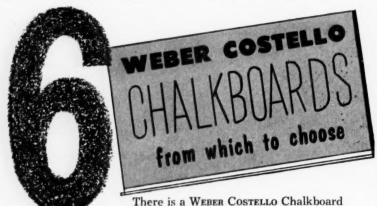
Every Monday a series of programs in elementary music was telecast, the subjects being "Music, a Universal Language," "The American Folk Song," "The Influence of American Folk Music on American Composers," "Our Neighbors Across the Sea," and "A Musical Panorama."

On Tuesday a series of TV programs on the history of the state of Iowa was telecast. This included studies of personalities and places, such as "Joliet and Marquette," "Julian Dubuque," "Zebulon Pike," "Lewis and Clark," "Old Fort Madison," "Black Hawk and Keokuk," "Early White Settlers," "Iowa Capitols," "The Civil War and John Brown," "First Church and Expanding of Methodism," "Immigrants to Iowa," and "Highlights of Iowa History."

Every Wednesday the programs were devoted to a series of guidance studies, such as: "How Guidance Can Help Me Make Adjustments," "The World of Work," "Understanding Scholastic Aptitudes," "Understanding Interests and Attitudes," "School Subjects and Related Careers," "Exploring Your Hometown," "Apprenticeship and On-the-Job Training," "College and Technical Schools," "Getting a Job," "Getting the Most Out of Military Service," "The Word Nobody Knows," and "Your Manners Show Through."

The Thursday morning programs dealt with the subject, "Let's Explore Science," while the Friday TV programs introduced a series of "Adventures in Art."

In Iowa the total weekly in-school viewing audience of "TV Schooltime" is approximately 17,743 pupils. Many parents have stated that they have



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1	Hyloplate	HIGHEST GRADE	Fully cushioned wood fibre con- struction Litesite or black	4	Vitoprest	STANDARD GRADE	Hardboard, tempered for strength Light Green or Black			
2	Sterling	HIGHEST GRADE	Mineral type, Cement-asbestos chalkboard Litesite or black	Standar GRADE		STANDARD GRADE	Wood fibre chalkboard construction Light Green of Black			
3	Hyloprest	HIGHEST GRADE	Tempered hard- board, cushioned writing surface Litesite or black	0	Vitobest	STANDARD GRADE	Mineral type chalkboard Light Green of Black			

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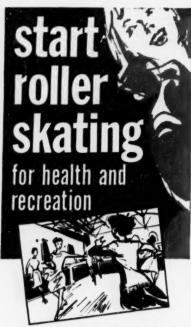
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NEWS...

watched the "TV Schooltime" programs and have become regular viewers. County superintendents report that many one-room rural schools send pupils to near-by homes to watch programs.

Concerning educational TV, what have parents to say?

"I am a mother, and I wish to express my gratitude to WOI-TV for the program 'TV Schooltime.' Our children, like many other Iowa youngsters, attend a small consolidated school. We realize that the supplementary classroom help which these small schools are getting from these programs could not possibly be obtained by them in any other way. We also feel that these programs are giving parents a rare opportunity to keep in touch with the school. We try, as much as possible, to watch the programs which we know our children are watching in their classrooms, and we feel it is giving us a very valuable contact with the school."

"I am the mother of seven children and can use all of the psychology you can give.'

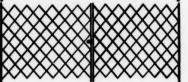
"I am disabled and cannot work at this time. Your television course is most interesting and challenging."

Harlan L. Hagman, dean of the college of education at Drake University in Des Moines, says in connection with the Iowa proposed TV project: "There is no doubt but that television will play an increasing rôle in the lives of people in Iowa. Whether this new medium will be used well or badly in the interest of informing and educating children and adults of this and other states is yet to be determined. We can hope that through the joined effort of educators and laymen a way will be found to employ television to its fullest advantage. But if its educational uses are not discovered and employed democratically and effectively, television can be the hapless tool of the self-seekers, the hucksters, and the demagogues instead of the great power for good for all people in American democracy which it can be."-Information provided by TILFORD H. STALL, instructor, Des Moines Public Schools.

Regents' Recommended Prayer Not Widely Used in New York

ALBANY, N.Y.-A large number of the public schools in this state have not followed the recommendation of

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Clopton High School, Clarksville, Mo., Architect: Kenneth E. Wischmeyer, St. Louis, Mo., Contractor: Brockmeyer Construction Co.



Daylighting in gymnasium is improved with Mississippi Pentecor Glass.



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the New York Board of Regents with respect to opening each day with a nondenominational prayer.

This proposal, made two years ago by the board, was in no way binding on the schools. A recent sampling of procedures of 125 school districts made by the Religious News Service showed that more than one-third of the districts have not recommended any devotions as part of the regular school day.

Rather than the prayer recommended by the regents, the New York City Board of Education has recommended that the school day be opened with the singing of the fourth verse of "America."

Pusey Sees Two Kinds of Criticisms of Schools

BOSTON.—Criticism aimed at education is a tribute to the importance of the profession, said Nathan M. Pusey, president of Harvard University, in his recent address before the New England Association of Colleges and Secondary

Schools here, entitled "Criticism and Reaffirmation." "For where people care so much, they are certainly not indifferent," he pointed out.

Questions concerning curricular problems, methods of instruction, physical facilities, faculty salaries, among other things, asked by various interested groups are gratefully received by educators, Dr. Pusey said, adding "that in all honesty we would like more of them."

"But," he said, prefacing an ominous note in the educational scale, "there is another kind of current questioning of an entirely different nature which is harder to get hold of, more difficult to make precise, and so to answer, which we cannot view with equal complacency and which is quite properly very disturbing to us. This is the kind of vague, amorphous and insidious distrust of the whole educational enterprise, which few will openly avow, but which creeps by implication into many current discussions, and which, in affecting the minds of many people who really ought to know better, serves there to bring the honor and integrity and loyalty of the whole educational enterprise into question"—the attacks on our teachers.

"Some people are always ready to believe the worst and they do not need much evidence to help them," Dr. Pusey remarked in discussing the damnation of many for the sins of a few teachers or graduates who have been found to be members of the Communist party but, he said, "to bring the whole teaching profession under suspicion because of a few examples of this kind is a monstrous conclusion to be drawn from such facts."

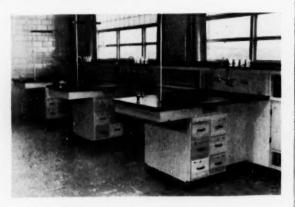
Turning to the supply of teachers, Dr. Pusey declared: "The basic difficulty here seems always to turn on whether we are to think in terms of an educational program designed to be manageable by everyone in an age group or whether we are to try to maintain one that will test and stir the ablest and most enterprising of our young people.

"Our job is to educate free, independent and vigorous minds capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda, and truth from half-truths and lies, and, in the most creative of them at least, of apprehending further reaches of truth," the Harvard president stated.

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School Reorganization Study Under Way in Pennsylvania

HARRISBURG, PA.—A statewide project has been started in Pennsylvania which will lead to a study of the reorganization of schools in Pennsylvania and the relationship of the several existing types of school administrators to this reorganization. The state department of public instruction here has agreed to assume leadership in the project.

The project, financed in part by funds from the Middle Atlantic region of the Cooperative Program in Educational Administration, will devote its attention to three questions:

1. What are the educational services needed to provide the best opportunities for Pennsylvania students?

2. How can each of these services best be provided in the total administrative structure?

3. What should be the functions, responsibilities and relationships of the various administrative units and the department of public instruction?

A committee has been formed to direct the program, which will be representative of the several types of school administrative officers in Pennsylvania. Participation of lay citizens in the project is also expected.

Speakers Announced for A.S.C.D. Annual Conference

Los Angeles.—Delegates to the ninth annual conference of the Association for Supervision and Curriculum Development, which will be held here March 7 to 12, will hear Robert Murphy, assistant secretary of state for United Nations Affairs, who will address the opening session. Mr. Murphy was formerly U.S. ambassador to Japan. The subject of his address will be "International Understanding."

The second major address will be given by Henry Steele Commager, professor of history, Columbia University. Dr. Commager will discuss "The Social-Political Climate in Which the Schools Work."

In addition to the many discussion sessions involving small groups, two panel discussions have been scheduled for general sessions of the conference. One will be concerned with the topic of the 1954 A.S.C.D. yearbook, "Creating a Good Environment for Learning." The other panel topic will be "Choosing Learning Experiences of Children and Youth."



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NEWS...

Indianapolis Teachers Issue "A Declaration of Faith"

INDIANAPOLIS. — The social studies teachers of the public schools here have recently published a document entitled "A Declaration of Faith."

The document, which grew out of the mutual concern of the teachers and the board of school commissioners for the teaching of American ideals in the public schools, is a statement of belief in the American way of life.

It was hoped that, through this pamphlet, the teachers "might give school patrons and the public a clearer picture of the way in which teachers are carrying on the American heritage of freedom and democracy in their social studies courses," stated H. L. Shibler, general superintendent of education.

A committee of social studies teachers, working closely with their fellow social studies teachers and high school principals, prepared the statement, which now has been adopted by the school board in Indianapolis as an official document.

Three Military Services Have Separate Schools Overseas

WASHINGTON, D.C.—Unification in the military services has not yet reached the field of education.

Each service operates schools overseas for children who accompany their parents. The air force estimates it costs \$258.26 per child per year to operate its schools, the army figure is \$252, and the navy reports a \$225.26 cost.

Principals Recommend Sports Be Integrated With Curriculum

NEW YORK.—A group of principals has recommended that high school sports be treated as "an integral and effective" part of the scholastic program. Its recommendation was made in a report issued by Teachers College, Columbia University.

The report is a summary of a work conference of high school administrators held at the college last summer under the sponsorship of the college's department of educational administration. Twenty-five principals of high schools representing 14 states attended the conference.

Urging high school principals to take immediate steps to make interscholastic and intramural athletics a serious part of their formal education programs, the group offered three



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specific recommendations for dealing with interscholastic sports.

First, all high school administrators should attempt to obtain tax support for their athletic programs similar to that given other worth-while high school activities. Second, sports should be administered to ensure the wholesome growth and development of athletes. Third, principals should exercise strong leadership and supervision over physical education teachers for proper emphasis on school sports.

Elementary Teacher Research Sponsored by Ford Foundation

FAIRFIELD, CONN.—A project of a Ford Foundation grant will focus on teaching here. It will be conducted by Yale University's department of education in cooperation with the Fairfield Board of Education and will be financed by the Ford Foundation's Fund for the Advancement of Education. A \$50,000 grant has been approved for the first year.

The main purpose of the project

will be to study the duties of elementary teachers in relation to their professional training, but it will also analyze the duties of teachers in an attempt to decide which duties are professional and which are technical.

The study may extend over a 10year period and will be coordinated with a similar study in Bay City, Mich., sponsored by Central Michigan College of Education.

Administrators Warned Not to Abdicate Responsibility

ITHACA, N.Y.—The idea that leadership should be the responsibility of a total group is an idea that can lead only to frustration and confusion. This so-called "cult" aspect of group dynamics has been denied by William F. Whyte of the New York State School of Industry and Labor Relations, Cornell University.

In a bulletin called "Leadership and Group Participation: An Analysis of the Discussion Group," Dr. Whyte states that there must be a well defined pattern of leadership. The problem, he says, is one of "weaving authority and participation effectively together."

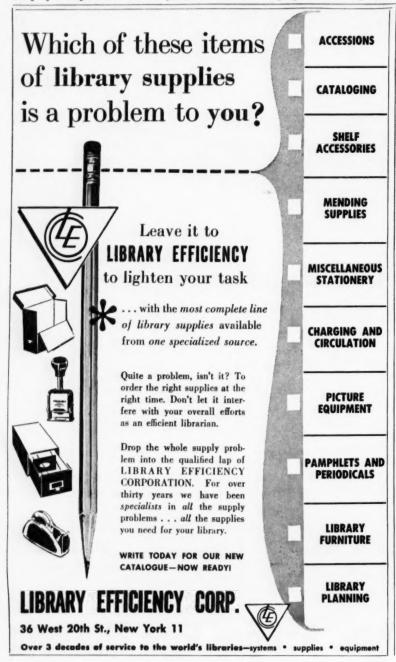
Dr. Whyte points out that this does not mean that education and industry should revert to the "Boss" idea, but that discussions should draw from group members knowledge and ideas that the leader does not have. "It is still the rôle of the administrator," says Dr. Whyte, "to accept the responsibility in making decisions which must be made."

ABOUT PEOPLE

SUPERINTENDENTS . . .

H. K. Bennett, assistant superintendent in charge of elementary and junior high school instruction, has been appointed acting superintendent of schools at Dearborn, Mich., until a superintendent is appointed. James A. Lewis, who resigned as superintendent, effective December 1, has been retained as a consultant until February 1.

Mildred Jorgenson of Green Bay has been elected president of the Wisconsin Association of School Business Officials. Kenneth L. Orton of Janesville is the new vice president, and Edward Morefield of Whitefish Bay is the new secretary-treasurer.



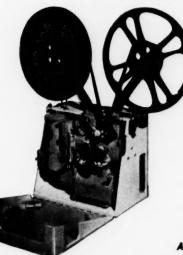


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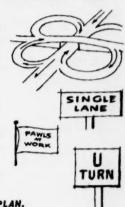
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NEWS...

Paul Seidel, superintendent at Wahoo, Neb., for 24 years, has been appointed Nebraska deputy state superintendent of public instruction.

Tyler Fulcher has been named successor to the late A. J. Camden, superintendent for Amherst County, Amherst, Va.

Bluford L. Moor has been named superintendent for Oktibbeha County, Starkville, Miss.

Hamilton G. Vasey, superintendent at Independence, Iowa, is the new superintendent at Fargo, N.D., effective June 30. He succeeds Harold H. Kirk, who is retiring.

R. E. Marshall, superintendent at Clovis, N.M., for 34 years, has resigned effective June 14. His successor will be **Travis Stovall**, high school principal at Carlsbad, N.M.

W. J. Goreham is superintendent of the newly formed Fairmount-Indianola-Sidell Consolidated High School District, Sidell, Ill. For the last 26 years he had been principal of the Sidell High School.

R. Milton Rich, superintendent at Parker, S.D., has resigned to take over his new duties as director of special services at General Beadle State Teachers College, Madison, S.D.

Kenneth M. Wilson, principal of the high school at Saranac Lake, N.Y., has been appointed superintendent there.

John J. Forester has been named superintendent at Uniondale, N.Y. Formerly, he was the district's supervising principal.

Mary Dodson, for the last seven years superintendent for Saline County, Nebraska, has resigned.

Stanley G. Sanders is the new superintendent for Poweshiek County, Montezuma, Iowa. Formerly he was high school principal at Villisca, Iowa.

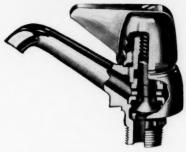
Robert Pregitzer has been named assistant superintendent at Romulus,

Ross M. Gill, assistant superintendent at Mount Lebanon, Pa., since 1947, is the new superintendent at Plainfield, N.J., effective February 1.

Charles A. Carson has been named associate superintendent at Tucson, Ariz. Mr. Carson has been a member of the school system for 30 years. J. W. Magee, who has also devoted 30 years to the city's schools, has been appointed business manager.

David A. Johnston has succeeded A. L. Gehman as superintendent at Springfield, Pa. Formerly, Mr. John-

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With the number of school-age children increasing at the rate of a million a year, the question of future school building expansion is an important one. And the proper placement of student washroom facilities now can be the solution to future costly expansion problems.

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ston was supervising principal at Upper Chichester Township, Boothwyn, Pa.

Cole S. Brembeck has been appointed superintendent of Livonia Township School District, Livonia, Mich., where he succeeded Harry O. Johnson.

IN THE COLLEGES . . .

Theodore A. Distler has resigned as president of Franklin and Marshall College, Lancaster, Pa., to become executive director of the Association of American Colleges. He succeeds Guy E. Snavely, who had held the position for the last 17 years.

Paul H. Masoner, professor of education at the University of Pittsburgh, has been named assistant dean of the school of education.

George D. Stoddard, former president of the University of Illinois, has accepted the chairmanship of the directing committee of New York University's self-study program.

Dan Cooper has resigned as associate professor of education at the University of Iowa. Dr. Cooper leaves the position he had held since 1949 to become director of the division of education and associate dean of the school of science, education and humanities at Purdue University.

OTHERS . . .

Thomas H. Carroll, dean of the school of business administration, University of North Carolina, has been named sixth associate director of the Ford Foundation. In 1948 and 1949 Dr. Carroll had been a member of the study commission on policy and program for the foundation.

Arthur S. Hill has been appointed educational director of United Cerebral Palsy. For the last two and a half years he has been chief of the section of exceptional children and youth of the U.S. Office of Education. He is a past president of the International Council for Exceptional Children.

DEATHS . . .

Albert J. Huggett, 56, professor of elementary education at Michigan State College and a member of the faculty since 1942. A specialist in the teaching of science in elementary schools, he was author of several textbooks. Dr. Huggett had been on the staff of Chicago Teachers College before going to M.S.C. Earlier he had served for many years as superintendent at Lake Orion and Bancroft, Mich.

C. Leslie Cushman, associate superintendent in charge of curriculum planning and teacher education for Philadelphia schools since 1943. Previously he had held various teaching and administrative positions in schools in Iowa, Oklahoma and Colorado. Dr. Cushman had written for The NATION'S Schools, most recently as co-author of an article in May 1953 describing the remedial reading program in Philadelphia.

Charles Doak Lowry, 89, former assistant superintendent in Chicago. He had been a member of the school system for 45 years.

William H. Martin, supervisor of elementary education and audio-visual aids at Mount Vernon, N.Y.

Roy Wiley, superintendent at Johnstown, Pa.

L. W. Brooks, 77, Kansas state superintendent of public instruction from 1945 to 1949.





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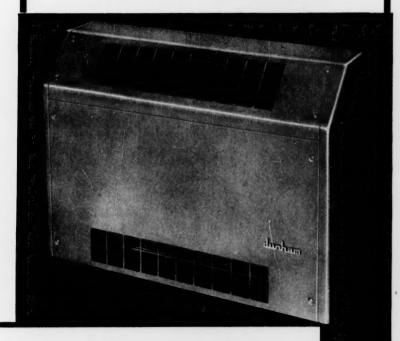
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Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Current Developments in the Pre-Service and In-Service Preparation of Educational Administrators. A synopsis of C.P.E.A. activities across the nation. The Program Center, S.S.C.P.E.A., George Peabody College for Teachers, Nashville 5, Tenn. Pp. 43.

Southern States Cooperative Program in Educational Administration. An account of progress made to date, and the nature of the outcomes which can be expected in the future. The Program Center, S.S.C.P.E.A., George Peabody College for Teachers, Nashville 5, Tenn. Pp. 45.

ADULT EDUCATION

Rural Social Systems and Adult Education. By Charles P. Loomis, professor of sociology, Michigan State College, and others. Describes and evaluates the use and procedures various organizations make of mass media and program forms, concentrating on rural areas.

Michigan State College Press, East Lansing.

Pp. 392. \$5.

COMMUNITY RELATIONS

Dear Parents. By Elizabeth C. O'Daly, principal, Glenmore Junior High School, Brooklyn, N.Y. An open letter to parents

attacking the stereotype of the prim, stern teacher and urging parents and teachers to work together. Oceana Publications, 43 W. work together. Oceana Publications, 16th St., New York 11, Pp. 121. \$2.50.

CURRICULUM

Three Dimensional Teaching Aids for Trade and Industrial Instruction. Illustrates ways in which visual instructional aids may be used and encourages teachers to create comparable aids for classroom use. U.S. Office of Education, Circular No. 366. U.S. Government Printing Office, Washington 25, D.C.

Property of the Courses of Instruction in Industrial Arts for the Junior High School Level.

Prepared by the California Industrial Arts Committee. California State Department of Education, Sacramento. Pp. 48.

FINANCE

Expenditures for Education at the Midcentury. By Clayton D. Hutchins, specialist in school finance, and Albert R. Munse, research assistant, U.S. Office of Education. Bulletin Misc. No. 18. U.S. Government Printing Office, Washington 25, D.C. Pp. 134. 65 cents.

PUPIL PERSONNEL

Practical Guidance Methods for Principals and Teachers. By Glyn Morris, director of guidance, Lewis County, New York. An account of the cooperative methods developed by principal and teachers in working with group procedures, record systems, interviews and case conferences—without the benefit of a specialized staff and a large budget. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 254. \$3.

A Survey of Current Practices in Large Cities of the United States Relating to Annual and Semiannual Promotion, Age of School Entry into Kindergarten and First Grade, and Promotional Policies. By Gertrude Hawkins Luther, assistant to chief, and James C. Adell, chief, bureau of educational research. Cleveland Public Schools, Bulletin No. 52.

Pp. 31.

Now Hear Youth. By William H. Mc-Creary, consultant, bureau of guidance, and Donald E. Kitch, chief, bureau of guidance, California State Department of Education. Reports the California cooperative study of school drop-outs and graduates and analyzes the effectiveness of such studies in improving school programs. Bureau of Textbooks and Publications California Department of Education. Publications, California Department of Educa-tion, 721 Capitol Ave. Sacramento 14. Pp. 69.

SCHOOLHOUSE PLANNING

How to Study School Building Needs. Prepared to assist community groups in Indiana schools in making a survey of their own school building needs. Includes forms sug-gested for use, illustrative tables and examples. Bulletin No. 216. Indiana State Department of Public Instruction, Indianapolis 4. Pp. 163.

Modern School Shop Planning. Contains plans, specifications, pointers and examples of new school shops gathered from authoritative sources throughout the United States. Prakken Publications, 330 S. Mich. Pp. 113. \$2.50. 330 S. State St., Ann Arbor,

SCHOOL LAW

School District Liability. Offers suggestions for meeting the legal responsibilities that exist in present-day school systems. American Association of School Administrators, 16th Street, N.W., Washington 6, D.C. Pp. 22.

SPECIAL EDUCATION

The Gifted Child in the Regular Classroom. By Marian Scheifele. Suggests ways to develop the talents of gifted children and serves as a practical aid for the classroom teacher. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 82. 95 cents.

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FEBRUARY

11-13. American Association of Colleges for Teacher Education, N.E.A., Chicago.

11-13. Department of Elementary School Principals, N.E.A., Atlantic City, N.J.

11-13. National School Boards Association, Atlantic City, N.J.

13-17. American Educational Research Association, N.E.A., Atlantic City, N.J.

13-18. American Association of School Administrators, N.E.A., Atlantic City, N.J.

15-18. Department of Rural Education, N.E.A., Atlantic City, N.J.

20-24. National Association of Secondary-School Principals, N.E.A., Milwaukee.

MARCH

2-5. Department of Audio-Visual Instruction, N.E.A., Chicago.

4-6. National Conference on Higher Education, Association for Higher Education, N.E.A., Chicago. 7-12. Association for Supervision and Curriculum Development, N.E.A., Los Angeles.

 Western Michigan College of Education, 18th annual guidance conference, Kalamazoo.

19-20. National Citizens Commission for the Public Schools, fifth annual dinner, San Francisco.

26-31. Music Educators National Conference, N.E.A., Chicago.

APRIL

1-3. National Science Teachers Association, N.E.A., Chicago.

7-9. Inland Empire Education Association Conference, Spokane, Wash.

9-10. National Audio-Visual Association, third annual film conference, New York City.

11-15. American Personnel and Guidance Association, Buffalo, N.Y.

18-23. Association for Childhood Education International, study conference, St. Paul.

25-27. Midwest Conference on Administrative Leadership Serving Community Schools, American Association of School Administrators and Department of Rural Education, N.E.A., St. Paul.

MAY

2-4. Southwest Conference on Administrative Leadership Serving Community Schools, American Association of School Administrators and Department of Rural Education, N.E.A., Hot Springs, Ark.

9-11. New York State Association for Supervision and Curriculum Development conference, Lake Placid.

23-26. New York State Association of School Business Officials, annual convention, Syracuse.

JUNE

27-July 1. National School Public Relations Association, N.E.A., 19th annual meeting, New York City.

27-July 2. National Education Association, 92d annual meeting, New York City.

JULY

23-25. National Association of Educational Secretaries, annual convention, Eugene, Ore.

AUGUST

1-4. National Audio-Visual Association, ninth annual convention and trade show, Chicago.

NOVEMBER

7-13. American Education Week.

16-20. American School Food Service Association, Miami Beach, Fla.

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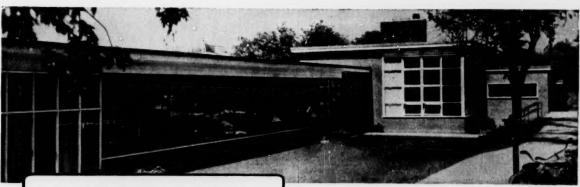
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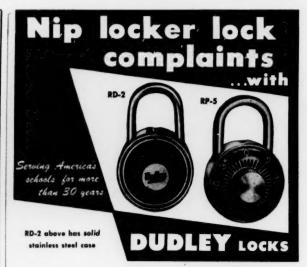
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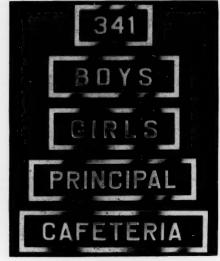


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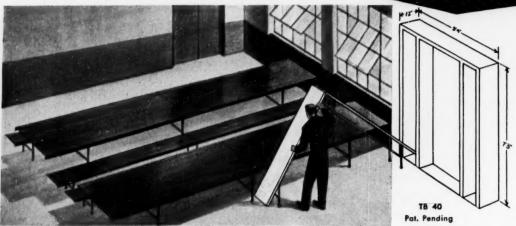
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Bench heights -13''-14''-15''-16''-17''-18''-19''-20''. Table heights -23''-24''-25''-26''-27''-28''-29''-30''. General practice is to have benches 10'' lower than tables.

VERSATILE

Any height bench will operate with any height table and any height table or bench will operate in any cabinet. Several sets of different heights can be installed on one installation. After installation they are instantly interchangeable without tools.



MODELS

T20 & T20F (table only)
TB-10 & TB-10F (1 table and 2 benches; seats 20 children)
TB-40 (2 tables and 4 benches; seats 40 children)
T-50 (2 tables only)
All Models are simple to install.

ROL-FOL DISTRIBUTORS

ATLANTA, American Seating Co., 354 Nelson St. S.W. ALBUQUERQUE, Wentworth Co., P.O. Box 577 CALDWELL, Idaho, The Caxton Printers CHICAGO, Kaufman & Brodt, Inc., 228 N. LaSalle St. COLUMBUS, O., Henry P. Howe Co., 8 E. Long St. DENVER, Lauren Burt of Colorado, P.O. Box 1783 DES MOINES, Tower Materials Co., 825 Euclid Ave. DETROIT, Peninsular Slate Co., 712 Amsterdam Ave. FRESNO, Healey & Popovich, 1703 Fulton St. GREAT FALLS, Northern School Supply, P.O. Box 431 GREENSBORO, Beaman's Inc., 1060 Battleground Ave. HUNTINGTON, West Virginia Seating, 837 Second Ave. KNOXVILLE, Highland Products Co., 720 S. Gay St. LITTLE ROCK, Democrat Printing & Litho, 114 E. 2nd St. NASHVILLE, Nashville Products Co., 58 Second Ave. So. NEW ENGLAND STATES, Boston, Mass.

Henry A. Wolkins Co., 716 Columbus Ave.

NEW YORK CITY, M. M. MacGregor Assoc's., 101 Park Ave.

OAKLAND, Ideal Equipment Co., 1803 E. 14th St.

OKLAHOMA CITY, Oklahoma Seating Co., 19 West Main

PHILADELPHIA, American Seating Co., 16th at Hamilton

PHOENIX, PBSW Supply & Equip., 530 W. Washington

PORTLAND, Ore., Northern School Supply, P.O. Box 3381

RENO, Morrill & Machabee, 15 N. Virginia St.

ROCK ISLAND, A. M. Blood Co., 326 20th St.

SALT LAKE CITY, American Paper & Supply, 444 S. 2nd West

St. PAUL, St. Paul Book & Stationery, 51 E. 6th St.

SAN DIEGO, Baird-Hackett Sound Control, 2030 Kettner

SEATTLE, Fryer-Knowles, 1718 Broadway

SIOUX FALLS, Midwest-Beach Company

SYRACUSE, American Seating Co., 923 W. Genesee St.

TOPEKA, Thacher Inc., 426 Quincy St.

What's New FOR SCHOOLS

FEBRUARY 1954

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 212. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Brightness Reduced With Unchanged Efficiency



A new important lighting development is announced with the Para-Louver. With its use, lengthwise brightness of a parabolic troffer is considerably reduced without changing the efficiency of the lighting fixture. A louver has been designed with the parabola divided into segments and projected onto a flat surface. A second series of parabolas with an axis to reflect the light upwards joins the larger segments, thus all light is controlled. The new development permits installation of the Day-Brite Alzak Aluminum Parabolic Troffer at any angle with complete comfort and efficient lighting. Day-Brite Lighting, Incorporated, Dept. NS, 16 N. 9th St., St. Louis 1, Mo. (Key No. 370)

Unlettered Desk Maps Facilitate Learning

Colorful, durable outline maps, printed on special cardboard, are now available without lettering. They can be used by pupils at their desks for various projects which will help them to learn geographical locations and relative distances while working with other ideas. The maps have the Markable-Kleenable surface which permits pupils to mark them with crayon in any manner desired. Marks rub off without dust or dirt.

The new maps are especially applicable for history, geography, social studies and other classes, and can also be used as an educational toy. An unlimited number of projects can be built around the maps since they can be re-used indefinitely. They are printed in non-fading colors in size 12 by 17½ inches, are economical and convenient, and are available showing the United States, North America, South America or Europe. The George F. Cram Co., Inc., Dept. NS, 730 E. Washington St., Indianapolis 7, Ind. (Key No. 371)

Metal Edges on Improved Art Table

A solid basswood top with metal edges is used on the improved Mayline C-7702 Classroom Art Table. The metal edges are applied to both the 20 by 241/2 inch drawing section and to the 20 by 10 inch reference top. The metal edges assure greater ease in the use of the T-square and greater protection of drawing edges. The drawing section of the top can be raised through a range of 50 degrees. A hardwood ledge strip at the bottom of the drawing board provides a place to hold pencils, brushes and other equipment while in use. The handy tool drawer at the right hand side of the table holds these supplies when not in use. The base of the table is solidly constructed and finished in golden oak.



Mayline Company Inc., Dept. NS, Sheboygan, Wis. (Key No. 372)

Food Waste Disposer for Institutions

The Toledo Model 50 Disposer is a new device for handling food waste in institutions of all kinds. It receives waste directly from soiled dishes and quickly shreds the food scraps and flushes them down the drain. There is no time wasted in the operation, and sanitation is improved. The disposer features a Reverso-Clean action which functions as a self-cleaning process. The motor automatically reverses direction each time the switch is operated.

Available for installation on sinks or tables with regular 3½ to 4 inch openings, the disposer can be equipped with stainless steel cone and rubber scrapping block. It is also available with silverware guard. Toledo Scale Co., Dept. NS, 245 Hollenbeck St., Rochester, N.Y. (Key No. 373)

(Continued on page 180)

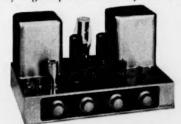
Year-Round Air Conditioning Has Individual Room Control

Individual room control of air comfort for any season of the year is possible with the new Dunham Vari-Temp Heating-Cooling-Ventilating Cabinets. The cabinets are neat, compact package units that can be floor mounted, vertically wall mounted, mounted flat on ceilings or inverted on walls. The same riser supplies hot water for heating and chilled water for cooling. Two blower fans mounted directly on double-end shaft motors eliminate external bearing, pulley and belt trouble.

Aluminum fins on copper tubes supply heating and cooling elements. All elements are interchangeable for left or right hand supply. Cabinets are of 18-gauge furniture steel with end compartments that contain all piping and wiring. The removable front provides easy access to fans, element and filters. C. A. Dunham Co., Dept. NS, 400 W. Madison St., Chicago 6. (Key No. 374)

High Fidelity Amplifier for Convenient Operation

Classes making their own music systems will be interested in the new Golden Knight Deluxe 24 watt High-Fidelity Amplifier recently introduced. The moderately priced unit is finished in satin gold and is designed for convenient operation with all equipment normally used in music systems. The heavy-duty, grain-oriented output transformer contributes to the wide, clean response of the amplifier. There are four inputs for magnetic cartridges, radio tuner, crystal cartridge, television or tape recorder, or any high-impedance microphone. A



panel switch is provided for easy selection of any input. Allied Radio Corp., Dept. NS, 100 N. Western Ave., Chicago 80. (Key No. 375)

What's New ...

Bench Type Mixer Handles 20 Quarts



The Univex Model 1220 Food Mixer features a planetary action principle of operation. The mixing unit revolves on an axis as it spins, assuring a clean complete mix of all ingredients. It has an automatic timer and triple-duty control switch for positive control of mixing time. A variable speed control gives efficient operation to mixes of differing consistencies.

The low cost, efficient, multiple purpose mixer has a capacity of 20 quarts. It has power outlets which can be utilized for meat chopping, shredding, cutting and other attachments. It is a bench type mixer constructed of heavy duty welded steel, Duco finished. It is designed with a minimum of parts so that maintenance cost is low. The mixer is also available with a heavy steel stand equipped with legs to raise it off the floor for easy cleaning underneath. Universal Industries, Dept. NS, 360 Mystic Ave., Somerville, Mass. (Key No. 376)

Quick Drying Latex Paint for Interiors

A new low priced latex paint for interior surfaces has no chemical odor. Painting can go on in rooms and corridors adjoining those which are occupied, without discomfort from odors. It is fire retardant to applied surfaces, noninflammable and non-toxic. The paint dries quickly so that when needed a second coat can be applied in three hours. No priming is required since the primer is built into the paint which is low in cost and has high hiding power. It is available in non-yellowing white with nine tint colors for mixing a wide variety of shades. The paint covers in a single coat, dries to a hard, smooth finish which can be washed, and gives a durable surface even over new plaster. F. O. Pierce Co., Dept. NS, 2-33 50th Ave., Long Island City 1, N. Y. (Key No. 377)

Mobile Projector Stand for Primary Classes

Designed for use in kindergarten and primary grades, a new low-level mobile projector stand brings the projector to near eye-level. This permits smaller (Continued on page 184)

children to see brighter, sharper pictures on the screen, even under adverse conditions. The primary teacher can operate the projector on the 25% inch stand while seated among the pupils. A lower shelf is designed to hold two, four and six drawer organized filing systems with capacities up to 270 filmstrips.

The mobile stand is all-steel, finished in silver-gray hammerloid. It is sturdily constructed and will hold the classroom type of 16 mm. motion picture projector, filmstrip projector, record player, tape recorder or other audio-visual equip-



ment. It is easily moved from place to place as needed. Jack C. Coffey Co., Dept. NS, 1124 Greenleaf Ave., Wilmette, Ill. (Key No. 378)

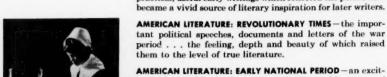
preview now-for next year's classes...

A New Coronet Film Series on American Literature





Teachers and students of American Literature are sure to welcome these authoritative 16mm sound motion pictures—the first in a long-awaited series by Coronet Films. Written and filmed in close collaboration with Robert C. Pooley, Ph.D., Professor of English, University of Wisconsin, these films provide a visual wealth of background material for understanding the beginnings and growth of literature in this country.



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them to the level of true literature. AMERICAN LITERATURE: EARLY NATIONAL PERIOD -an exciting background for understanding the first real literature of America . . . as shown in the writings of Philip Freneau,

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KEY-CONTROL RECOGNIZED AS NEWEST ADVANCE IN STEEL SCHOOL LOCKERS!



Exclusive BERGER Feature Assures Full-Time Locking, Eliminates Handle Noise

It's handle free . . . just turn the key. That's Key-Control.

Here's what it does. Since the key is the handle—and is the only handle required—students actually carry their locker handles on their key rings. They simply cannot neglect to lock their possessions. A Key-Control door pre-locks when the key is removed. It locks automatically when closed. Master keys are provided for the school administrator.

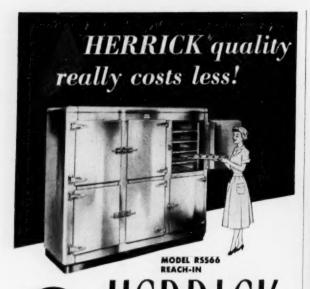
With a Key-Control locker system, there's no handle noise in busy school corridors. No handle maintenance expense. Locker fronts are flush and smooth.

Investigate this newest advance before you specify any school locker system. Your Berger representative will gladly explain all of its many advantages in a simple fifteen-minute demonstration. Remember: only Berger—world's leader in lockers—offers Key-Control in addition to a complete line of standard steel lockers.

BERGER MANUFACTURING DIVISION REPUBLIC STEEL

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REFRIGERATORS

Because of their year-after-year durability, trouble-free performance and economical operation, HERRICK Stainless Steel Refrigerators actually cost less in the long run than many "inexpensive" units. HERRICK gives you more value per dollar, too, in easier cleaning and convenience to the chef. For complete food conditioning at lowest per-year-of-service cost, HERRICK is your best refrigerator buy. Write today for the name of your nearest HERRICK supplier.

Here Are Two Other Popular **Top-Quality Herrick Models**



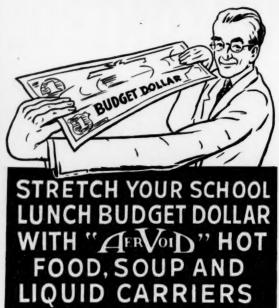
MODEL SSOOFP FREEZER

MODEL SS644B REACH-IN

* Also available with white enamel finish.

HERRICK REFRIGERATOR CO., WATERLOO, IOWA DEPT. N., COMMERCIAL REFRIGERATION DIVISION





Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.



The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVoiD vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can't raise the cost of meals to the children, but you can "stretch your budget dollars" with AerVoiDs. Our food consultants will help you with suggestions without cost.

Circular NS-53 tells exactly how one city's schools saves money with AerVoiDs. Write fer your copy today. No obligation.

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Only Clarin

GIVES YOU ALL THESE PLUS VALUES In Steel Folding Chairs

MORE Strength and Safety

Welded wherever possible, not riveted. X-Type construction prevents accidental folding and tipping. Self-leveling.

MORE Comfort and Beauty

Wide and scientifically posture-designed to carry your weight properly in maximum, long-lasting comfort.

MORE Exclusive Features

Clarin's famous steel-framed wood seat and patented, rubber-cushioned feet have been copied but never equaled in performance.

MORE Economy

Clarin's engineered quality makes possible the only written 10-year Guarantee in the industry.

MORE Versatility

The only complete line of steel folding chairs in the world—a chair for your every need and purpose.

Write for full information: Clarin Mfg. Co., Dept. 14 4640 W. Harrison St., Chicago 44, Illinois

Foam rubber cushioning a CLARIN PLUS feature.

Clarin

ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS

What's New ...

Maximum Suction With Vacuum Hand Nozzle

Dust is collected directly in the path of maximum suction with the new type of hand nozzle recently introduced for use with industrial and commercial vacuum cleaners. The steel back horse hair brush snaps into two spring clips in the center of the nozzle opening. Prolonged field tests have shown this new type of nozzle to be highly efficient in dust and lint pickup. The nozzle is made of polished aluminum with resilient plastic bumper to prevent scratching or marring of surfaces. A 6 inch shank on the nozzle serves as a hand grip after insertion into the hose. Breuer Electric Mfg. Co., Dept. NS, 5100 N. Ravenswood Ave., Chicago 40. (Key No. 379)

Air-Foam Seat on Folding Chair

Added comfort is offered in the Lyon steel folding chair by the addition of a Goodyear Air-Foam seat pad. The ¾ inch pad is covered with durable, long-wearing upholstery in Sienna Brown. The chair combines beauty and comfort with maximum durability. The back is curved to fit the body comfortably. The wide, curved seat is deep enough to accommodate any sized person with comfort. The channel steel frame is designed

to withstand strain and the chair has live rubber feet to protect floors and prevent slipping. The chair is available with walnut or taupe finished frame and



back, in 17 or 18 inch heights. Lyon Metal Products, Incorporated, Dept. NS, Aurora, Ill. (Key No. 380)

Latex Base Paint Applied With Economy and Speed

Designed to meet the needs of maintenance engineers, Professional Ultra Flat Latex Paint combines economy, speed and single-coat application with unusual covering and sealing qualities. It may be sprayed, brushed or rolled on, dries in about a half hour and gives an absolute flat finish. The new paint is the

(Continued on page 188)

result of more than five years of research and employs a new vehicle to which latex has been added. The new paint gives off no objectionable odor, is non-combustible and can be washed. Rooms need not be closed off after painting. Professional Ultra Flat Latex Paint is available in white and ten colors. The Glidden Company, Dept. NS, 11001 Madison Ave., Cleveland 2, Ohio. (Key No. 381)

Tripod and Wall Screen Has Improved Design

The Da-Lite tripod and wall screen has been further improved for more efficient and easy operation. The push-button operation and fabric lock make it easy to adjust the screen to any desired height. The newly designed handle facilitates carrying and handling, and there are improved adjustability features for greater efficiency of operation. The wall hangers have been redesigned and the unit is easily adapted for use on a tripod or on the wall.

The "Color Magic" projection surface is crystal-beaded and results in brilliant, clear, true color projection. The screen is readily portable and can be set up easily and quickly by student or teacher. Da-Lite Screen Co., Inc., Dept. NS, 2711 N. Pulaski Rd., Chicago 39. (Key No. 382)







NORTHERN HARD MAPLE

"tailored from the tree" especially to give you better average lengths, fewer end-joints, richer beauty, guaranteed soundness of wood.

> WRITE for copy of this new AIA

this new file folder-style Flooring Textbook



• Approved by architects and school authorities in leading cities for gymnasium floors, this fine (and relatively new) "combination grade," officially known as Second and Better, is fast becoming a favorite school specification. IT DESERVES THIS NEW POPU-LARITY. It matches MFMA First Grade in every performance attribute, yet costs less.

Held to rigid MFMA standards of accuracy and of soundness of wood, it actually gives you 50% or better of First Grade, blended with the Second Grade areas in Nature's own colorful combinations of interesting grain patterns. Specify Second and Better, the ideal "gymnasium" grade, with fullest confidence. It makes a splendid floor of enduring beauty. YOU'LL SAVE MONEY WISELY.



Suite 589, Pure Oil Bldg., 35 East Wacker Drive CHICAGO 1, ILLINOIS

See Sweet's (Arch. 12K-MA) or write for gro rules and new 1953 MFMA-approved list of floor finishes.



Great Chairs live forever



Yesterday's Windsor Writing Chair ...

was the pride of the Eighteenth

Century. This chair is an example

of durable usefulness, a principle of
early Colonial furniture design which
continues to exert an influence today.

Today's Griggs Skyliner chair desks...

combine utility and durability and have all the eyeappeal of modern design. Maybe that's why today Griggs is a leader in movable classroom furniture. Griggs Skyliner chair desks last for years and give your schoolrooms maximum utility. They are available in many functional designs . . . have extra storage space . . . are proportionately engineered to fit young bodies. Skyliner seating comes in five different metal colors, two smart wood finishes and two different Formica tops. When you buy Griggs, you'll know you've protected your long-term investment.



GRIGGS

Equipment Company Have you seen the complete Griggs line lately? Write today for GRIGGS latest school catalog and name of your nearby distributor.

BELTON, TEXAS





NOW A <u>GYMNASIUM</u> CAN HAVE LIGHT AND VIEW!

The trend toward making school gymnasiums into multi-purpose rooms suitable for assemblies, parties and dinners gets a big boost when Tuf-flex* Tempered Plate Glass is considered. No longer must walls be solid and opaque to withstand games and sports.

Tuf-flex for school windows is ½"-thick plate glass, heat strengthened during manufacture to withstand greater impact. Tempered glass is three to five times stronger than plate glass of the same thickness.

Whether you are planning a new school building, or replacing glass in an existing one, consider *Tuf-flex* for every location where you want daylight and view and where accidental breakage or vandalism would be a hazard.

Would you like to test *Tuf-flex* yourself? Just call your nearby L·O·F Distributor or Dealer or write Libbey Owens Ford Glass Co., 8924 Nicholas Bldg., Toledo 3, Ohio.



This shows a half-pound (1½ " diam.) steel ball being dropped on a piece of ½ "-thick Tuf-Rex from a height of ten feet and bouncing off without damaging the glass. If maximum impact resistance is reached Tuf-Rex disintegrates into small, relatively harmless pieces.



TUF-FLEX TEMPERED PLATE GLASS

Made by LIBBEY . OWENS . FORD GLASS COMPANY

What's New ...

Improved Sanitation With No-Contact Urinal



The Hygia is a new no-contact urinal designed for use in women's washrooms to promote cleanliness and better sanitary conditions. It is available as a wall-hung unit and in two pedestal-type models with either flush valve or tank. With three models to choose from, the Hygia can be adapted to practically every washroom floor plan for new installations or remodeling.

The units have either concealed or exposed flush valves with siphon jet flushing action. Concealed rim jets clean the elongated bowl swiftly and quietly. The rounded edges and vitreous china surfaces make the Hygia easy to keep clean. It has approximately the same dimensions as many siphon jet closets and can be used as replacement without elaborate changes when washrooms are being modernized. Kohler Co., Dept. NS, Kohler, Wis. (Key No. 383)

Portable Sound System Offers Wide Coverage

Superior tone quality is claimed for the new RCA Portable Sound System designed for audiences ranging from a few to several thousand. The equipment can be used in a wide variety of applications in auditoriums, playgrounds and similar areas. It includes four newly designed components: a deluxe dual-speaker carrying case, either a 15 or a 30 watt amplifier and a dynamic microphone with stand. The durable carrying case is easily carried. It divides into two acoustically designed baffles, each housing a heavy duty 12 inch loudspeaker with 25 feet of cable and connectors. Both sized amplifiers reproduce sound from one or two microphones and one record player.

The non-directional type microphone has excellent response for close-up talking as well as for remote pick-up and mobile use. A small microphone desk stand can be carried in the portable case. All parts are held securely in position during transportation. Operation of the sound system is as easy as a radio set. Sound Equipment Section, RCA Victor Division, Radio Corporation of America, Dept. NS, Camden, N. J. (Key No. 384)

Audiometer Designed for Screening and Testing

The new Model 71 Sonotone Screening Audiometer has been especially designed to be used both for retest and threshold audiogram measurements and for screening. Weight and proportions make it highly portable, and mechanical and electronic design is such as to provide sturdiness, accuracy, simplicity of operation and dependability. The unit also includes the broader frequency and hearing loss ranges required for retesting in the school hearing-test program and for detailed evaluation of hearing losses of individuals who fail the screening tests. It is an economical, universal instrument for use in school hearing tests and wherever speedy, accurate screening



and meticulous retesting are parts of a hearing conservation program. Sonotone Corporation, Dept. NS, Elmsford, N. Y. (Key No. 385)

(Continued on page 192)



for economical, durable School Supplies and Equipment

HEADQUARTERS



Whether you need one folding chair or complete equipment for a new school, CROWN will be happy to serve you. The CROWN line includes dormitory, guest room and office furniture, desks and chairs, tables, bulletin boards, book cases, cabinets, equipment of every kind for convent, classroom, laboratory, locker room, auditorium and cafeteria. We invite you to compare CROWN pricesconsistently the lowest in the school supply field!

> Write today outlining your specific needs... CROWN'S most complete Catalog will aid you in the selection of your requirements.

ZOWY SCHOOL SUPPLY and EQUIPMENT COMPANY



THE SECRET OF **DURABLE FLOORS!**

FLOORS ARE IMPORTANT -CONSULT YOUR ARCHITECT

The Loxit Floor-Laying System has been commended and recommended by top architects and contractors the nation over. Simple to install! No special tools required. Uses Standard T & G Wood Strip Flooring -without nails, wood sleepers or adhesives. With simple care Loxit-laid floors will give years of "trouble-free" service. Write today for literature, catalogs and sample.

FLOOR-LAYING SYSTEM

LOXIT SYSTEMS, INC., 1217 W. WASHINGTON BLVD., CHICAGO 7, ILLINOIS



• Compare this Lyon Locker with any other. Compare its modern styling-its sturdy construction. There's no better way to prove that feature-for-feature and dollar-for-dellar, Lyon is the most logical choice for your school installations.

The Lyon Locker line covers a complete range of single, double and multiple tier models—as well as elementary school lockers and basket racks-to meet virtually any school requirement-exactly.

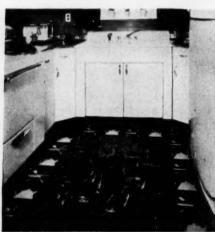
Recessed Handles for Appearance and Safety All Lyon Lockers feature an exclusively designed recessed handle . . . smart in appearance and completely eliminating sharp, protruding parts. It may be used with either padlock, built-in key or combination lock. A really outstanding Lyon feature-and it's only one of many!

LYON METAL PRODUCTS, INC. General Offices: 226 Monroe Ave., Aurora, Ill. Factories in Aurora, Ill. and York, Pa.

A PARTIAL LIST OF LYON STANDARD PRODUCTS

Johns-Manville TERRAFLEX tile,

made of vinyl plastics and asbestos,
offers advantages never before
combined in one type of flooring



EASIER TO MAINTAIN

Terraflex is resistant to grease and oil, alkaline moisture and mild acid solutions. It is easy to clean and even caustic soaps which permanently damage other types of resilient floorings will not affect Terraflex—it cannot "wash out." Many different decorative inserts are available to add interest and individuality to floor design. Knife-fork and teakettle inserts are shown above. Moisture-resistant, Terraflex is ideal for laying over radiant-heated concrete floors in direct contact with the ground.



FOR THE BEST there is in flooring-look to Johns-Manville Terraflex.

Send for a free brochure showing the full color line of Johns-Manville
Terraflex and Asphalt Tile. Write Johns-Manville, Box 60, New York 16, N. Y.



COLORS ARE CLEARER

The vivid colors of Johns-Manville Terraflex Flooring have a clarity and warmth that add beauty to any interior—keep their first day newness for a lifetime. The wide range of marbleized colors in harmonious and contrasting shades offers unlimited freedom of design.



WILL LAST A LIFETIME

Although Terraflex is extremely resilient, it will outwear other types of decorative floor coverings two to one. With its superior flexibility it conforms to uneven surfaces and absorbs the normal floor play. It does not crack, curl, become loose, or brittle, or shrink around the edges. It does not become fuzzy or scratch or lose its sheen from constant wear.



Johns-Manville

Why Risk Fire with an Oily Dressing?



Oily dressings with even a high flash point constitute a constant fire hazard in daily use.



Mops and rags saturated with such solutions when stored often cause spontaneous com-



Presenting an ever dangerous fire threat and possible serious harm to workers and property.

HIL-SWEEP

maintains floors the FLAME-PROOF way!



fire tests PROVE HIL-SWEEP will NOT BURN

- Rags saturated with Hil-Sweep will not burn or cause spontaneous combustion.
- Eliminates fire hazard in use.
- Safe in storage Won't freeze at low temperatures. Won't explode at high temperatures.

... on your staff,

not your payroll.

AND LOOK AT THESE OTHER HIL-SWEEP ADVANTAGES

- Hil-Sweep is non-injurious to asphalt tile . . . the result of years of research to develop a maintainer that would be safe for daily care of resilient and all other types of floors.
- You can spray it or sprinkle it on brush, mop or dust cloth.
- Contains no emulsified oil—leaves no oily residue to darken, discolor, soften or bleed colors.
- Will not soften wax film or decrease frictional resistance.
- Won't load mop like other floor dressings. After using simply shake out brush or cloth and it's ready to use again. Saves on laundry and dry cleaning bills.
- Leaves floors cleanly fresh and dust-free, then evaporates.
- Imparts a pleasant aroma where used.

Visit our Booth in Atlantic City Feb. 13 to 18th American Assn. of School Administrators Booths G11, 13, 15, 17.

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Hillyard Chemical Co., St. Joseph, Mo.

- Please give me full information of
- Ril-Sweep.

a Hil-Sweep demonstration on my floors No charge.

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What's New ...

Unitized Lighting System Is Flexible and Economical

Astra-Lite is a new series of fluorescent lighting fixtures providing an exceptionally flexible and economical method of illuminating corridors, offices and other institutional facilities. The system consists of two primary units which can be combined into a variety of ceiling patterns that wll provide effective lighting for any type of area. The units can be arranged in squares, rectangles, continuous straight runs, crosses and many other shapes. In most cases the system can be installed without new wiring or outlets. Metalcraft Products Co., Inc., Dept. NS, Mascher & Lippincott Sts., Philadelphia 33, Pa. (Key No. 386)

Continuously Variable Speed Offered in Portable Transcription Players

A new line of portable transcription players has been introduced with continuously variable speed from 29 to 86 r.p.m. The turntable locks instantaneously in any of the three popular speeds, 33½, 45 and 78 r.p.m. The constant velocity motor operates at peak efficiency at all speeds.

The new player will accommodate records up to 16 inches in size. The turntable is covered with grooved rubber for minimum contact with the record sur-

face, to reduce wear. The 10 watt high fidelity studio amplifier has separate inputs for microphone, radio tuner and phonograph. Individual microphone and radio in-puts can be mixed and faded. Practically the entire transcription player line has been redesigned with the development of the new record player. Included are two new transcription players



and the record player alone without amplifier or speaker. David Bogen Co., Inc., Dept. NS, 29 Ninth Ave., New York 14. (Key No. 387)

Latex Resin Paint Covers Problem Surfaces

Latex and resin have been combined in the new formula for Luminall Stipple Texture Paint. It has been developed to transform old, cracked, uneven walls or

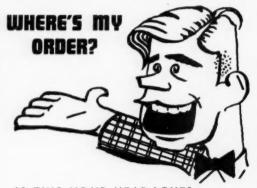
(Continued on page 196)

ceilings into interiors free of plaster cracks, nailholes and other blemishes. It can also be used as an economical finish for dry-wall construction, concrete, brick, painted wood and metal. The coating plasters and paints in one operation, requiring no primer, sealer or undercoat.

The new paint is supplied in a concentrated form in a neutral shade for mixing with Satin Luminall Latex Paint for a variety of shades. The surface dries quickly, leaving no unpleasant odors. Luminall Paints, Dept. NS, 3617 S. May St., Chicago 9. (Key No. 388)

Expanded Line of Steel Storage Cabinets

Ten styles are now available in the redesigned, expanded line of Royal steel storage and wardrobe cabinets. The line includes a counter-high cabinet and three double-door cabinets, each in 18 or 23 inch depth, and two single-door cabinets in 18 inch depth. The doors and front frames are of one-piece, all-welded construction to simplify assembly of the cabinets which are shipped knocked down, ready to set up. The line features bonderized finish, 21/2 inch concealed hinges with blind attachments to prevent tampering and a smooth exterior with rounded corners and edges. Royal Metal Mfg. Co., Dept. NS, 175 N. Michigan Ave., Chicago 1. (Key No. 389)



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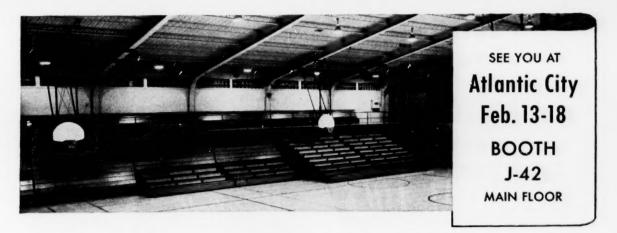
LOCKERETTE

. Combines the best features of both lockers and coat racks

Best for schools because wraps are exposed to air and light. Students do not face the weather in damp wraps that have been crumpled in dark lockers—do not eat soggy lunches, soaked by wet hats or gloves. Each person has his own spaced cost hanger, ventilated hat shelf and 12 in. x 12 in. x 15 in. deep lock box for lunches, tools and personal effects.

Lockerettes save space, too . . . the No. 6-12 (2-column) accommodates 12 people in 6 feet; the No. 9-18 (illustrated) accommodates 18 in 9 feet.





Maximum Spectator Comfort Assured with *Universal* Roll-A-Way Stands

Ask for a seat demonstration of *Universal* Roll-A-Way Stands, and you'll understand what we mean by maximum spectator comfort...in minimum space. Make all the tests you wish, with feet forward or drawn back under the seats. Get out the slide rule and compute the actual area (or we'll do it for you). Compare design, construction, dimensions, and you'll find that *Universal* Roll-A-Way Gymnasium Stands have...



More cubic inches of *comfortable* leg room below the seat board levels than any other stands...with either 22" or 24" row spacing

Notice the spectator's nat-

ural, comfortable position while seated on *Universal* Roll-A-Way Stands. The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator... permitting normal position of feet drawn back under seats. Compare this with other types of stands which have 2" or 3" less space and vertical filler boards flush with seat fronts. In addition, Roll-A-Way Stands meet

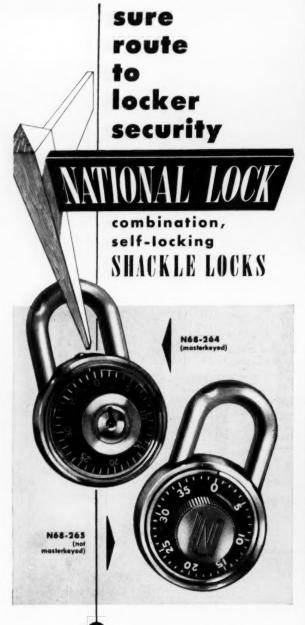
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For those who demand complete, long-lasting locker security, NATIONAL LOCK has the answer. Here are shackle locks built to the most exacting security standards ... with double steel case, extra-strong shackle, 3-number dialing and sturdy construction throughout. See NATIONAL LOCK quality for yourself. Write on your letterhead for free sample shackle lock.





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Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

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Three sound reasons why Royal is the leader in schools

THE INSTRUCTOR wants a typewriter that is easy to teach on. She wants a machine that is easy for the student to learn on.

Royal is built with the instructor and typist in mind.

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Typewriters must be durable for school use. Royal has never compromised with quality. It is the finest, most rugged precision writing machine ever built. It takes less time out for repairs and causes less interruptions in student typing schedules. Maintenance costs are gratifyingly lower.

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And service is the **third reason**. Royal has more than 900 service centers. Royal offers free instructional



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demonstrations and provides students with a wealth of typing and teaching-aid materials. Royal provides highly skilled typewriter maintenance.

It naturally follows that Royal is the number one typewriter in schools and has been for years and years.

Remember: In business Royals are preferred $2\frac{1}{2}$ to 1 by those who type. Surely, you'll want your school to use the business world's favorite typewriter.

Royal Typewriter Co., Inc. School Dept., New York, N.Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

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What's New ...

Freeline Library Table Has No Apron



The new Freeline series of library tables features a completely new design. It has no apron so that only the solid hardwood top shows on any of the four sides. There are six tables in the new line, varying in size from 3 to 10 feet long and from 24 to 42 inches wide. There is also a round table 4 feet 2 inches in diameter. Top thickness varies from 11/4 to 11/2 inches.

The new design utilizes modern structural engineering methods to obtain max-imum utility. The legs are machine turned to eliminate sharp edges that might chip or splinter. They are tapered into stainless steel ferrules for protection against scuffing, and splayed for maximum strength and stability. The undertable construction, indicated in the illustration, is such that the legs, ribs and keel are anchored directly to the top. Thus there is nothing to interfere with

seating or armchairs. The new tables provide practical, comfortable, sturdy equipment for the library. John E. Sjöström Company, Dept. NS, 1717 N. Tenth St., Philadelphia 22, Pa. (Key No. 390)

Free Swinging Action in Concealed Door Hinge

Free swinging action combined with simple and accurate control are provided with the new type of toilet compartment door hinge suspension. The full suspended load and weight of the door rests on a frictionless-type thrust ball bearing.

This new type of suspension, plus the needle rollers in the bearing of the upper hinge, have reduced friction so that the merest touch moves the door in any direction indicated. A bronze adjustment bushing at the base of the bottom hinge provides positive adjustment for swing of door, rest position of door and vertical adjustment of door. This permits the door to be set for rest position at any desired angle. Operating parts of the hinge are concealed within the door itself, resulting in a neat appearance and easily cleaned flush surface. Parts are thus protected from moisture and dirt, and from theft or vandalism. The Sanymetal Products Co., Inc., Dept. NS, 1677 Urbana Rd., Cleveland 12, Ohio. (Key No. 391)

Convert Any Recreation Area With Wells Portable Basketball Backstops

Limited use gymnasium and auditorium space, parking lots, tennis courts and other recreational areas can be converted for additional use with the Wells BR24-P Portable Basketball Backstop. It is designed for safety with an extended goal. The heavy plywood bottom prevents marring of gymnasium floors.

The fan shaped backboard is supplied

in either steel or plywood and the unit has an official regulation tie-less goal.



The backstop is constructed for years of hard service. Wells All-Steel Products, Dept. NS, 6738 Lankershim Blvd., N. Hollywood, Calif. (Key No. 392)

(Continued on page 200)





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The **Dishes** that Last... and Last... and Last

and WILL stimulate the appetite!

FURNISH your school lunchroom or church kitchen with colorful, unbreakable plastic dishes that build up appetites—cut down expenses. Their eye-appeal means appetite-appeal. Their longer life means much lower costs. Less clatter - meaning less noise and frayed nerves when clearing tables, washing and stacking. Light weight, too, for quicker and easier handling. And your choice of pastel colors!

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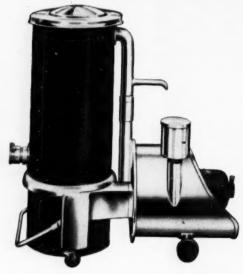
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Carrying case
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For years Fair Play has been Out in Front with the finest features in score-board equipment. Controls are handled by simple, fast working telephone dials. The FB-50 is big, attractive and dependable. For the best in scoring equipment, specify Fair Play.



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SUPERIOR SCHOOL FURNITURE

Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiralgrooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, and Tablet Arm Chairs.

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Phonographs or Intermatched Units YOU CAN'T BEAT RCA

RCA VICTOR High Fidelity "VICTROLA" Phonographs



From record changer to precision-built acoustical cabinet, RCA Victor High Fidelity "Victrola" Phonographs are engineered to reproduce the "highs" and "lows" of recorded music with realism and tone that is astonishing.

In these complete-in-onecabinet instruments the automatic 3-speed record changer . specially designed amplifier ... new "Olson-design" wide range Curvilinear speaker . . . acoustical chamber-are all engineered to work together as a complete system. The result is a new standard of perfection in high-fidelity realism in phonograph reproduction.

Table Model 3HESS



Console Model 3456





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RCA Intermatched High-Fidelity equipment consists of separate units, each with a single function. All units are designed to work together ideally as a system. Thus the rd Changer, De Luxe, three-speed, autoschool can select units matic. Heavy-duty motor to fit its particular assures constant speed. needs. With RCA Intermatched units you know that your system will work with maximum efficiency, and will provide the finest of high-fidelity reproduction. Pre-amplifier. De Luxe unit with controls for Phono, Radio, TV, Tape. 20-20,000 cps response Power Amplifier. De Due-Cone, 15-inch. Luxe equipment with 10 watts power out-Olson" Speaker. put. Response 20 to Acoustical domes in speaker cone, 20,000 c.p.s an exclusive innovation, provide an unusually smooth response MAIL COUPON FOR and utterly

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What's New ...

Versatile Design in Acoustical Tile

Many unusual ceiling effects can be obtained from one pattern with the new Grosgrain Tile. This Acoustone mineral acoustical tile is but one of many developed by the company to provide attractive effects. Motif'd Acoustone can be installed by mechanical suspension to give access to areas above ceilings if desired. It can be applied to wood furring, over existing ceilings or to exposed wood joists. United States Gypsum Co., Dept. NS, 300 West Adams St., Chicago 6 (Key No. 393)

Compact Door Closer With Variable Speed

A small, compact door closing device has been introduced which offers any speed of door closing desired. It is operated by means of a compression spring in conjunction with a hydraulic piston and two adjusting valves. The door can be closed as fast as two seconds or as slow as two minutes without slamming. Any individual with an ordinary screw driver can make the necessary adjustment by merely making two or three turns on the adjusting screw.

The device is easily installed. A bracket is screwed on the door and the closer and arm quickly slipped into

of the arm to the door frame. The door closer is completely reversible to fit right and left hand doors and is adaptable to an almost unlimited variety of doors and



frames. The new Schlage T-500 Door Closer has undergone severe tests in the laboratory and in actual use, with excellent results. Schlage Lock Co., Dept. NS, 2201 Bay Shore Blvd., San Francisco 19, Calif. (Key No. 394)

Electronic Deodorizer Has Long Lasting Lamp

A new electronic ozone deodorizer has been introduced under the name Klenz-Aire. It is an attractive chrome wall place. A smaller bracket holds the end fixture of smart design with an ozone

lamp and other non-moving parts. The unit is complete, ready for instant use, and is 61/2 inches high. With continuous 24 hour use the life of the deodorizing ozone lamp is estimated at approximately 4000 hours. The reflector plate design makes the light effective as a soft night light. The fixture is compact, portable and light in weight and is available in single, twin or three lamp unit, depending upon the odor problem. General Manufacturing & Distributing Co., Dept. NS, Quincy, Mich. (Key No. 395)

Silver King Cleaner Provides Wet or Dry Pickup

A new wet or dry vacuum cleaner has been developed to sell at a low cost, yet to give efficient service. The Silver King is a combined wet and dry pickup vacuum cleaner which will handle 21/2 gallons wet and over 41/2 dry. It is a light weight unit which has high power and is designed for use in offices and areas where the cleaning job is limited in scope. It is of rustproof, all aluminum construction with an all rubber, nonkinking hose. The cleaner moves on sturdy, smooth gliding casters and there are 13 cleaning attachments and accessories available to make it an all around cleaner. Ross & Story Products Corp., Dept. NS, Dewitt St., P.O. Box 12, Syracuse, N. Y. (Key No. 396)

(Continued on page 204)

Snyder STEEL GRANDSTANDS and BLEACHERS



Snyder Steel Stands are designed, engineered and constructed to insure safe seating so, when planning any installation regardless of size, specify Snyder Steel Stands. Estimate or help in planning available to you at any time without obligation.

For further information write

- portable
- sectional
- permanent
- indoor
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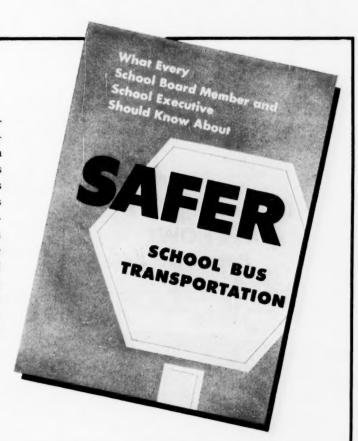
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Many officials sharing the responsibilities of purchasing school equipment are faced with the dilemma of being experts in scores of fields—from desks to drawing boards from blackboards to buses. If yours is this same case, this booklet is designed for you... to help you form your purchasing decisions in one specialized and vital field—school bus braking. We feel the information contained in its pages will aid you in providing your students with the safety and security they may now be missing.



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Howe folding tables are especially designed for comfortable seating and rugged wear. They're light, strong—and practically indestructible. They fold smoothly and compactly—take up minimum space when not in use.



All steel chassis. A brace at each leg for extra strength and a leg at each corner for engineering balance. Riveted and welded throughout. Choice of several different tops and sizes.



All steel chassis with retreating leg fold. Strong, fool-proof lock with self-tightening principle. Two separate braces for each pair of legs. Braces are riveted to chassis. Choice of several different tops and sizes.



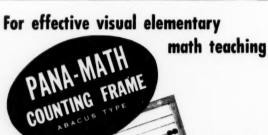
This revolutionary folding bench and table unit is a wonderful convenience for cafeteria, classroom and many other uses. Converts quickly into a bench with back rest, or a two tier "bleacher." Folds automatically and can be moved with ease. No more lifting or lugging. It literally "floats" along.

Dimensions: Table-30" \times 72" \times 27" high. Benches-91/2" \times 72" \times 16" high. Folded position-171/2" \times 72" \times 381/2" high.

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COUNTING FRAME

SIZE 20" x 32"

Grade 1 to 4 Requirement

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 Time Teaching Clocks • Folding Easels • Stoves Sinks • Refrigerators • Ironing Boards Educational Toys • Jig-saw Puzzles • Peg Boards Drawing Boards • Playhouse Screens • Beads

DEPARTMENT NS

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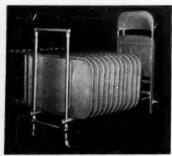
Get the facts today about Sensimatic's astonishing record of low-cost, high-speed operation! Call the Burroughs office nearest you. It's listed in the yellow pages of your telephone book. Burroughs Corporation, Detroit 32, Michigan.

Now there are five!

Sensimatic 500 with 19 totals Sensimatic 400 with 9 totals Sensimatic 300 with 11 totals Sensimatic 200 with 5 totals Sensimatic 100 with 2 totals

CHANGE IOBS INSTANTLY . . . at a turn of the job selector knob. Any four different accounting operations controlled by one sensing panel. Any number of panels can be used, so there's no limit to the number of jobs a Sensimatic will do.

Folding Chair Truck Is Adjustable



The Pacific-Shaw Folding Chair and Table Truck is a patented carrier which is adjustable to any size of chair or table. The design is such that several makes or sizes of chairs may be safely and easily carried at the same time. Folded chairs can be stacked on the truck either upright or lying on the sides.

Made of high strength aluminum alloy of airplane type light weight, the tubular frame of the truck does not mar finish of chairs or tables. The trucks can be adjusted as used, and the adjustments made in height and width as required. Trucks are furnished in standard lengths, chair trucks with a maximum width of 20 inches, table trucks, 30 inches. The Pacific-Shaw Co., Dept. NS, P.O. Box 870, Portland 7, Ore. (Key No. 397)

Sound Projectors for Heavy Duty Use

Filmosound Specialists is the name given to a new line of sound projectors announced by Bell and Howell. They were designed for heavy duty use in schools and other institutions where they must withstand hours of continued operation. The film handling parts have sapphire surfaces to quadruple their life.

Optical (conventional) 16 mm. sound projectors in both a single case model with built-in 6 inch speaker, and models with 12 inch and power speakers are included in the Specialist line. Cases for the Specialists are finished in two tones of blue. Bell & Howell Company, Dept. NS, 7100 McCormick Rd., Chicago 45. (Key No. 398)

Improved Dishwashing Machine Has Reversible Track

The Model "S" dishwashing machine is designed with three doors for either straight through or corner installation. It has reversible track guides and door pulleys for simplified position changes. A single handle operating control interlocks all three doors during the dishwashing cycle and prevents operation when the doors are open. Universal Dishwashing Machinery Co., Dept. NS, 49 Windsor Place, Nutley, N. J. (Key No. 399)

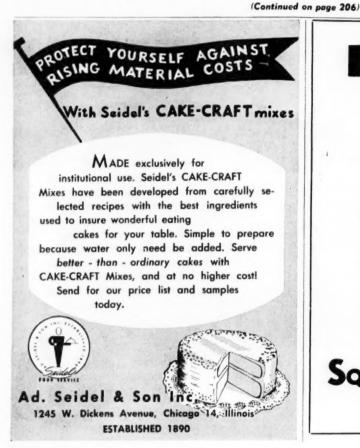
Three Models Added to Lighting Plant Line

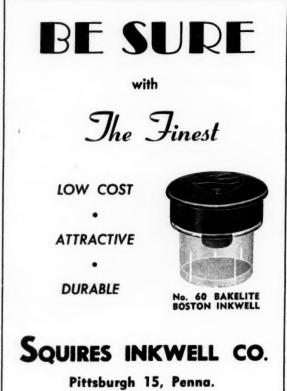
Super-excited generators with two pole design directly attached to the engine crank shaft are features of the new Katolight plants. The three new models recently introduced are versatile machines generating standard 60 cycle alternating current. The engine on the 1350 watt size is a 9 FB Briggs and Stratton aircooled model. The complete unit weighs only 146 pounds and is equipped with rubber mounted type isolators, receptacles and carrying handles.

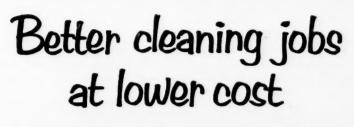
The engines in the new unit are run on kerosene. When desired the engines are arranged with a two compartment tank starting on gasoline and running on



kerosene. The new series is available in 650, 1350 and 2000 watt capacities. Katolight Corp., Dept. NS, 624 North Front St., Mankato, Minn. (Key No. 400)

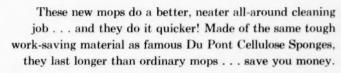






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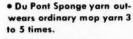


Mops made of Du Pont Sponge yarn are *perfect* for waxing. The uniform strands apply wax evenly, then rinse out readily for use as a wet-mop, too.

No wonder more and more institutions are finding it pays
to use these new and better mops. Give
them a trial...find out for yourself
how they save you time and
money. Ask your supplier for

mops made of Du Pont Sponge yarn.

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- Works as both wet mop and waxer, wax rinses out easily!
- Highly absorbent, holds

many times its weight of water.

- Easier to clean, always keeps a good appearance.
- Doesn't tangle, leaves no lint, no flags.

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... THROUGH CHEMISTRY

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Please send me my free copy of the new booklet describing Du Pont Cellulose Sponge yarn's advantages for floor cleaning and maintenance.

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Cabinet and Projection Table Offered in New Unit



A new combination cabinet and projection table is available which is easily moved from place to place as needed. The cabinet has a generous storage shelf for films and accessories and a large storage area for the speaker. The projector can be bolted securely to the top for complete safety in moving. The top is of shock resistant plywood and the metal cabinet has a sturdy lock on the door to protect the equipment.

The unit is mounted on large, 3 inch ball-bearing swivel casters for complete

mobility. Two casters are equipped with brakes to ensure stability when the projector is in use. The Safe-Lock Combination Portable Cabinet and Projection Table is 42 inches high and is finished in buff brown baked enamel. Audio-Visual Division, Smith System Heating Co., Dept. NS, 212 Ontario St., S. E., Minneapolis 14, Minn. (Key No. 401)

Swingline Stapler Is Multiple Tool

Four tools are combined in one in the new Swingline 77 Stapler. It is a compact unit with an efficient stapler and large supply of staples. When removed from the base it serves as a tacker or plier. A pocket in the plastic base stores 500 extra staples as a reserve supply. The four-in-one stapler is convenient in size, compact and versatile. Speed Products Company, Inc., Dept. NS, 37-18 Northern Blvd., Long Island City 1, N. Y. (Key No. 402)

Swedish Duplicator Available in American Markets

Easy exchange of colors is provided for by the exchangeable automatic metered inking system in the new Jetliner Rex-Rotary Duplicator. Developed in Sweden, the double-sized machine has recently been introduced into this country. It re-inks itself automatically whenever required and a simple dial setting gives the desired ink density. The automatic system feeds the correct amount of ink for light, medium or dark copies.

The automatic operation permits the operator to attend to other duties once the machine is running. A warning signal alerts the operator when the ink cartridge needs replacing and a new cartridge can be inserted even while the machine is in operation. The machine employs twin cylinders with silk screen stencil which lasts the life of the machine and does not dry out even when it is not used for months. Accurate registration is assured and paper is saved since all copies are uniform. All sizes of paper



and cards up to 18½ by 15 inches are fed automatically into the machine. Rex-Rotary Distributing Corp., Dept. NS, 19 W. 31st St., New York 1. (Key No. 403)

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SCHOOL JOB...



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These catalogs, No. 54 and No. 54E, were mailed out in January. If you failed to receive your copy please write, specifying stage or grade level.

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How to capture the child's interest and then increase it is a big problem for every teacher. Real aids to accomplish this are the 22 new Unit Teaching Plans prepared to accompany World Book Encyclopedia.

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These unit teaching plans have been tested and proved in actual use. Selected teachers in five school systems, public and parochial, all of whom used World Book Encyclopedia in their classrooms, kept a running anecdotal record for a full year. From these records, and through individual and group conferences, all under the direction of Dr. George H. Reavis, Educational

Counselor of Field Enterprises, a set of try-out plans was developed, written, analyzed and criticized.

The result is this series of unit teaching plans, each a complete teaching plan for a major topic, each designed for a particular grade (4 through 8) yet easily adapted to grades above or below. And each contains a summary of the unit method, as related to that particular subject and topic.

These 22 units are published separately in booklet form, carefully written and well illustrated. They have been especially well received by curriculum workers and teachers who have examined them.

Send the coupon now for an index including a more complete description of World Book's 22 new Unit Teaching Plans. Find out how they can help beginning and veteran teachers alike do a better job with less time and effort!

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1st Choice of America's schools and libraries Field Enterprises, Inc., Educational Division Merchandise Mart Plaza, Chicago 54, Illinois FREE! Index to World Book's 22 New Unit Teaching Plans for 4th through 8th grades

Mr. George M. Hayes, World Book Dept. 1412, Box 3565, Chicago 54, Illinois

Please send me, without charge, a descriptive index to World Book's 22 new Unit Teaching Plans for grades 4 through 8.

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School Address

City

207

Dual-Pak Containers for Cleaners

Storage space is reduced considerably with the new Dual-Pak containers now used for five of the leading Wyandotte cleaners. Sturdy cartons enclose the waterproof polyethylene liners which are easily opened but prevent the entrance of moisture. Each container holds 20 or 25 pounds of the cleaning product, providing a control package. The new packages are shipped in sturdy three color, easily identified cases, each containing three of the Dual-Pak cartons. Wyandotte Chemicals Corp., Dept. NS, Wyandotte, Mich. (Key No. 404)

Binaural Amplifier Is Self-Contained Unit

A binaural amplifier is now available with self-contained power supply, preamps and controls. The model 3-D has three dual sets of inputs; dual flat inputs for radio and tape, and a pair of dual inputs for phonograph records. The new unit is designed so that it may be used for monaural reproduction if desired. Binaural sound is recorded through two microphones on twin recording channels on either discs or tape. The new binaural unit gives the sound dimension, direction and depth. Bell Sound Systems, Inc., Dept. NS, 555 Marion Rd., Columbus 7, Ohio. (Key No. 405)

Product Literature

· "Better Daylighting for Schools" is the title of a new booklet recently released by Mississippi Glass Company, 88 Angelica St., St. Louis 7, Mo. Actual photographs of installations of translucent, light diffusing glass in school buildings are shown. Characteristics of various Mississippi Glass patterns particularly suited for installation in vertical sidewall sash in south, east and west exposures, and in skylights and clerestories are discussed. Light transmission tables are also included. The booklet was especially prepared for school architects, administrators and others interested in improved daylighting in schools. (Key

• How a school or college can have its own greenhouse at a modest cost is discussed in a folder and price list released by Aluminum Greenhouses Incorporated, 14615 Lorain Avc., Cleveland 11, Ohio. Photographs of actual greenhouses are shown in the folder, which illustrates lean-to and free-standing models with diagrammatic drawings. Entitled "Your Garden Under Glass," the folder gives detailed information on these Everlite prefabricated aluminum greenhouses, the comparative ease with which they can be installed, their long life and maintenance-free utility. Of particular inter-(Continued on page 210)

est are two roof-top school installations, one installed by the school system's regular maintenance employes on an existing building, and the other done by the contractor on a new structure. (Key No. 407)

• Construction facts on "Howe Folding Tables and Benches" are given in a catalog recently released by Howe Folding Furniture, Inc., 1 Park Ave., New York 16. Illustrations and descriptive information on folding tables, chairs and benches, and on bench and table units are given in the catalog. Action sketches on the folding bench and table unit show how easily it is opened and closed, and the various uses to which it can be put. (Key No. 408)

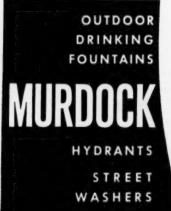
· A new folder issued by Herman Miller Furniture Company, Zeeland, Mich., features selections of functional modern furniture designed by George Nelson and Charles Eames. Furniture illustrated and described is particularly suited to use in classrooms, libraries, offices and public areas of institutions. Special emphasis is placed on units engineered for hard usage and easy upkeep. Included in the folder are chairs, tables, storage units, desks and upholstered pieces. Specifications on each of the designs are given and interior planning aids prepared by Herman Miller are described. (Key No. 409)

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- How teaching can be more effective is discussed in a leaflet entitled "Opening the Door to the Mind." Illustrations of the use of the Vu-Lyte opaque projector in classrooms and meetings, operated by teachers, pupils, lecturers and others, supplement the text which describes the advantages of this method of presenting teaching material. The folder is available from Charles Beseler Company, 60 Badger Ave., Newark 8, N. J. (Key No. 410)
- "How to Choose an Organ" is the title of a booklet issued by Connsonata, Elkhart, Ind. The booklet covers the essentials to be considered in evaluating electric and electronic organs and is designed to help answer the question, "Which organ should I buy?" (Key No. 411)
- The 1954 Catalog of Hazel Pearson Handicrafts is now available. The pocket sized 40 page catalog gives full descriptive information on the complete line of craft material available from Hazel Pearson Handicrafts, Box 193, Temple City, Calif. Items are illustrated and include kits for tooling various metals, for working with glass, for textile painting, china painting and leather work. There are also books of Hazel Pearson designs. The catalog is fully indexed. (Key No. 412)

- "Secrets of Good Color Projection" is the title of a new 16 page booklet recently published by Radiant Manufacturing Corp., 2627 W. Roosevelt Rd., Chicago 8. Information in the booklet is carefully presented to help even novices at color projection, yet contains technical data of value to anyone working with color projection. (Key No. 413)
- A revision of the "Film and Textbook Correlations for Elementary School Science" has recently been published by Young America Films, Inc., 16 E. 41st St., New York 17. Page-by-page correlations for the thirty YAF Elementary Science films are shown with each of the textbooks in the seven leading series of elementary school science books. (Key No. 414)
- An illustrated 16 page booklet, "Harvard Table Tennis Teacher" and a Tournament Chart are being offered to those who guide youth in educational and recreational facilities. The "Table Tennis Teacher" is a complete guide to methods of play, detailed planning of space, methods of conducting tournaments and in addition, contains the complete USTTA rules. Various strokes are described and illustrated by actual photographs. The booklet is available from The Harvard Table Tennis Co., 60 State St., Boston 9, Mass. (Key No. 415)

(Continued on page 212)

- A new set of 22 unit teaching plans has been developed to help the teacher do a better job with less time and effort. Each is a complete teaching plan covering a major topic, designed for use with World Book, and for a particular grade. The Unit Teaching Plans are available from Field Enterprises, Inc., Educational Division, Merchandise Mart, Chicago 54. (Key No. 416)
- · The actual color of "Color Chalkboards and Cork Bulletin Boards" developed by Son-Nel Products Co., 10222 Pearmain St., Oakland, Calif., is shown in a new folder which tells the story of this interesting development. Bright, attractive classrooms, which avoid the dullness of uniformity, can be planned with the colors available, which include blue, coral, sage green, mauve brown, spruce green and russet brown. Each color was developed after intensive research and all shades fall within the proper color reflection limits to assure perfect readability. Information is given on the durable writing surface which is built to stand up through years of hard service. The chalkboards are available in three quality grades, each of which is described in the folder. Information is also given on colored bulletin corkboards, map and display rails, and Perma-Panels, a chalkboard and corkboard unit. (Key No. 417)



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- Extendoor, "The Folding Door With the Extendible X," is discussed in an attractively laid out and printed folder recently received from Extendoor, Incorporated, Muskegon, Mich. Where these smooth, quiet, easily moved folding doors can be used advantageously is shown in a series of photographs. Methods of installation and mechanical accessories are not only described but line drawings illustrate each point covered. Full specifications are included as is information on Extendoor Hardware. (Key No. 418)
- "Teaching Homebound Children by Telephone" is the title of a new booklet by J. A. Richards, published by the International Council for Exceptional Children. Reprints of the booklet are available from the Special Education Division, Executone, Inc., 415 Lexington Ave., New York 17. The booklet covers a survey of over 100 Teaching-by-Telephone installations and highlights useful information such as minimum physical and mental requirements of the child, technics for the teacher and pertinent facts on the educational effectiveness and psychological values of the telephone teaching methods. Technical and cost information on equipment, which is provided on a rental basis, is included. (Key No.
- Specifications on Joseph Goder Disposalls of all sizes are given in a folder issued by Joseph Goder Incinerators, 5121 N. Ravenswood Ave., Chicago 40. These incinerators, for heavy duty use in handling all types of refuse, including garbage, rubbish, trash and pathological waste, are described in the folder which stresses their use in hospitals, schools and other institutions. (Key No. 420)
- Supplement No. 3 to Catalog No. LP-31, Laboratory Glassware, is now available from Corning Glass Works, Corning, N. Y. The new supplement lists the products alphabetically, with prices. (Key No. 421)
- · A new line of fabricated panels with porcelain enamel on steel or aluminum surfaces for exterior walls is introduced as Ing-Rich Insulated Porcel Panels. They are described in a new 8 page brochure issued by Ingram-Richardson Manufacturing Co., 1952 McMillan St., Beaver Falls, Pa. Also described is Ing-Rich Porcel Insulated Paneling which is available with porcelain enameled metal on both sides of the core, or with porcelain enameled metal on the outside face and other material on the opposite side, for curtain wall construction. The brochure also contains information on non-insulated types of Ing-Rich Porcel Panels for exterior and interior walls, trim, ceilings and other uses. Classroom and corridor installations are shown in the illustrations. (Key No. 422)

- A purchase-or-lease program has been set up by Remington Rand Inc., 315 Fourth Ave., New York 10. The rental arrangement on a comprehensive range of business machines and office equipment has been extended as an alternative to direct purchase on the entire machine and equipment line. The Remington Rand New Lease Plan covers items from typewriters to visible record-keeping and filing equipment. (Key No. 423)
- · Designed to serve as a guide to answer the questions of those who realize the need for electric generating plants, the Blue Book on Electric Generating Plants has been prepared by D. W. Onan & Sons Inc., 2600 University Ave. S.E., Minneapolis 14, Minn. The booklet is pocket sized and tells the story of electric plant development from the early years when storage batteries were necessary to the present modern single-unit, engine-generator power plants. The three general groups of electric plants are described in simple non-technical language and operation of each type is discussed. Cost of operation of gasoline engine, Diesel engine and gas engine types is discussed, together with other general information. (Key No. 424)
- General Catalog No. 153 tells the complete story of White Floor Cleaning Equipment. The catalog marks the sixtieth anniversary of White Mop Wringer Co., Fultonville, N. Y., and gives full details on the new silent line of cleaning equipment as well as the full line of equipment manufactured by the company. Each item is illustrated and described and the catalog is fully indexed. (Key No. 425)
- "Floors and Floor Problems" is the title of a new 24 page brochure on floor maintenance issued by Tremco Manufacturing Co., 8701 Kinsman Road, Cleveland 4, Ohio. Photographs, drawings and diagrams are used to illustrate the discussion of various types of floors, how they are built, what factors enter into thir deterioration, and how floor troubles can be diagnosed and treated. The information is based on actual field experiences. The booklet is divided into ten sections and is fully illustrated. (Key No. 426)
- Bulletin D653WBT issued by The Superior Electric Co., Bristol, Conn., gives application and installation data on the Powerstat Wallbox Dimmer. Called "a new concept in light control," the Wallbox Dimmer is designed to provide controlled light, so that just the right amount of light is provided for every need. It gives smooth, flickerless, noiseless control and can be set to any value from complete darkness to full brightness. (Key No. 427)

• A new edition of the Holophane Datalog has been released by the Holophane Company, Inc., 342 Madison Ave., New York 17. This 64 page and cover catalog describes all Holophane products for modern illumination including lighting units designed and engineered for specific purposes. General information on light control, illumination levels, lighting design, coefficients of utilization and institutional lighting start the story of lighting and lighting fixtures. Each lighting fixture is described and illustrated by photographs and drawings, including a chart of the candlepower distribution. (Key No. 428)

Film Releases

"The Living City," community educational film on decay and rehabilitation of the modern city, for general showing to get community interest and for city planning and other civic groups. Produced in cooperation with The Twentieth Century Fund by Encyclopaedia Britannica Films, Dept. NS, 1150 Wilmette Ave., Wilmette, Ill. (Key No. 429)

"Graded Word Phrases Speed-I-O-Strip Series," tachistoscopic series for use with tachistoscope in primary grades. The Primary Graded Word Phrases set con-sists of 17 black and white strips. "Teaching With a Filmstrip," filmstrip designed for teacher use, 59 frame black and white series. "Growing Up With Mike," 3 color filmstrips, story of typical primary-age boy discovering his growth. Adventures with Early American Indians," four strips, color, cover Indians of various areas. "Adventures with Art Materials," six color filmstrips covering crayons, paints, clay, cutting paper, finger paint and combining materials, for intermediate and junior high school classes. "Using and Understanding Numbers," five color strips for primary grades. Society for Visual Education. Inc., Dept. NS, 1345 W. Diversey Pkwy., Chicago 14. (Key No. 430)

Suppliers' News

American Air Filter Co., Inc., 215 Central Ave., Louisville 8, Ky., manufacturer of a complete line of air filter and dust control equipment, and of the Herman Nelson line of heating and ventilating equipment, announces the purchase of Illinois Engineering Company, Chicago. The Chicago firm manufactures a line of valves, traps, expansion joints and steam control systems.

Johnson Service Company, 507 E. Michigan St., Milwaukee, 2, Wis., manufacturer of automatic temperature and air conditioning control systems, announces the opening of six new branches in Champaign, Ill.; Detroit, Mich.; Greensboro, N. C.; Lubbock, Texas; Miami, Fla., and Pensacola, Fla.

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